

LB1620 .M4  
A handbook of extra-curricular activities  
Gutman Library APA0005



3 2044 028 892 552

# A HANDBOOK EXTRA-CURRICULAR ACTIVITIES IN THE HIGH SCHOOL



HAROLD D. MEYER

~~TRANSF~~  
~~CREDIT~~

HARVARD COLLEGE  
LIBRARY



TRANSFERRED FROM THE  
GRADUATE SCHOOL  
OF  
BUSINESS ADMINISTRATION

~~24 NOV 57~~  
TRANSFERRED  
TO THE LIBRARY OF

*the Graduate School  
of Education.*

WITHDRAWAL

# Review

C

The pr  
bo

4

Please



A  
HANDBOOK  
OF  
EXTRA-CURRICULAR  
ACTIVITIES



A HANDBOOK  
OF  
EXTRA-CURRICULAR ACTIVITIES  
IN THE  
HIGH SCHOOL

ESPECIALLY ADAPTED TO THE NEEDS OF THE  
SMALL HIGH SCHOOL

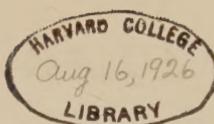
By

HAROLD D. MEYER, A.M.

ASSOCIATE PROFESSOR OF SOCIOLOGY AND CHIEF OF THE BUREAU  
OF RECREATION AND COMMUNITY DEVELOPMENT, UNIVERSITY  
OF NORTH CAROLINA.

ILLUSTRATED

NEW YORK  
A. S. BARNES AND COMPANY  
1926



Gift of the  
Harvard Business Library.

TRANSFERRED TO  
GRADUATE SCHOOL OF EDUCATION

Sept. 27, 1926

94 M51  
copy!

LB1620

• M4

COPYRIGHT, 1926, BY  
A. S. BARNES AND COMPANY

DEDICATED TO  
HOWARD WASHINGTON ODUM  
KENAN PROFESSOR OF SOCIOLOGY  
UNIVERSITY OF NORTH CAROLINA



## FOREWORD

Education in citizenship is the primary business of the public school. To learn *about* rights, duties and privileges is important, but such knowledge is only a partial beginning. Pupils must have a favorable opportunity to *practice the qualities of the good citizen and enjoy the practice*. The test in character and in citizenship is what do *they do with satisfaction*.

There must be a constructive policy for the school's extra-curricular activities. These activities can furnish a favorable opportunity for pupils to practice, and practice with joy, the qualities of the good citizen here and now. These pupils, if they are really gaining an education in and for a democracy, must have an opportunity, and a favorable opportunity, to participate in organizing and guiding their own immediate affairs. Such an opportunity is necessary for the good of the pupils, of the school and of the community.

Most writers tend to devote themselves to plans for the larger schools. It is peculiarly fortunate that Professor Meyer has devoted this volume to the smaller schools and that he actually shows the way to the teacher-leader both in working in the school and in co-operating with those agencies that supplement the activities of the school. It is likewise fortunate that he has included helpful, selected bibliographies that will enable pupils, teachers and community leaders to carry their studies beyond the pages of this volume.

Since Professor Meyer has been a teacher, a high school principal, a school superintendent, a teacher in a normal school, and is now an associate professor of sociology in the University of North Carolina, he has the experience and the vision to think through the problems of extra-curricular activities in their relation to the whole work of the school and to develop specific plans that will work.

Further, his present wide range of activities enables him to think not only in terms of a single school but to have a grasp of the whole situation. He is President of the North Carolina Physical Education Association, Educational Director for Boy Scouts in North Carolina, Member of the State High School Athletic Association Executive Committee and Chief of the Bureau of Recreation and Community Development of the Extension Division in the University of North Carolina.

## FOREWORD

The worth of this present volume should insure its wide acceptance. I am still more sure of this favorable reception because I know the worth of such former publications of his as "The Rural Playground," "Correlating Play and Class Room Work," "The High School Literary Society," "The Town Studies," "Commencement Programs," and "The Parent-Teacher Handbook."

I know his work. In fact, since last September he has been a member of my course in the organization and administration of the school's extra-curricular activities here at Teachers College, Columbia University. In my opinion this volume will be a very real help in guiding school practice in developing good citizens.

ELBERT K. FRETWELL.

January, 1926.

## INTRODUCTION

“How may Club interest be aroused?”

“Send us a Model Constitution for a Student Council?”

“What are some plays of real worth for our Dramatic Association to use?”

“Can you offer suggestions to make our Commencement the ‘best ever’?”

“Where may we obtain some information on publishing a student handbook?”

These and many similar questions covering the wide field of extra-curricular activities in the high school form the original basis for this book.

The volume attempts to answer many of the questions; to aid the schools in meeting the situations and needs; to offer the leader and supervisor of activities suggestions; to stress the purposes and values of each activity and to lead those interested to further study and activity.

There has been a rapid expansion in the field of extra-curricular activities. Hundreds of articles have appeared on each of its many phases. Principals and advisers are realizing the oncoming influences and practices. The students find them pleasant and instructive ways of educational procedure. Authorities recognize their pedagogical values. There is an ever growing demand for the best methods of guidance and materials for further activity.

There is an abundance of material from which to choose for presentation. In fact, a problem arose in attempting to cut down material and to estimate the best to offer. Naturally, most of the material has come from the experiences of schools and leaders of the activities.

The desire has been:

*First.* To present theory for leadership. It is felt that the leader should thoroughly understand the underlying principles, objectives, values, and scope of each activity. Discussion and theory presentation have been given with this thought in mind.

*Second.* To be informative and present suggestions and practices that may be applied to most any situation. The volume is not in any way a complete presentation of the activities. A study of the table of contents will show that the subjects chosen are those which all experi-

## INTRODUCTION

enced workers in the field of extra-curricular activities will recognize as important. The aim has been to bring a volume that will be valuable and helpful to the leadership of these activities.

*Third.* Special emphasis has been given to the bibliographies. While they may not be complete they are selected. They offer the leader many avenues for further study. It is felt that this feature should be stressed. It is impossible to cover the entire field of action and thought on the activities. But where the leader wishes additional information and materials the way is opened through the bountiful bibliographies.

The book is divided into Parts and Topics. The Parts take into consideration practically all of the major fields of activity. The Topics offer a brief treatment of the general subject. Suggestions are plentiful and many concrete illustrations afford a knowledge of the activity. There are bibliographies after most of the topics.

Part VIII presents some of the agencies supplementing the activities of the school. The Topics give materials from these Agencies. The coöperation of these organizations was wholesome and it is to be hoped they will reap abundantly from their additions to this effort.

It must be kept in mind that local situations, conditions and needs should guide the functioning of the activities. Do not feel that the given material is bound in form, rather, let it be plastic. Through initiative and imagination one may apply the material to almost any situation. It is not necessary that all these activities be attempted at one time or any time. Rather select the desired ones which will probably meet your conditions and needs and foster it. Study opportunities to introduce an activity as the situation presents itself.

Appreciation is expressed to Dr. Elbert K. Fretwell, of Teachers College, Columbia University, and Miss Abbie Condit, of the Playground and Recreation Association of America, for their helpful assistance. I wish to extend thanks to my wife and to A. K. King, of the University of North Carolina, for aid in reading the proof, and to G. W. Smith, of the University of North Carolina, for drawing the diagrams. The book includes much material borrowed from various sources. I wish to extend thanks to these institutions and individuals for the permission to use this material.

If the book finds avenues of service in this business of character building and citizenship training its purpose will have been fulfilled. Its mission would call for happier and healthier boys and girls today and good citizens tomorrow.

HAROLD D. MEYER.

January, 1926.

## CONTENTS

	PAGE
FOREWORD <i>By Elbert K. Fretwell</i> . . . . .	vii
INTRODUCTION . . . . .	ix

### PART I

#### CHARACTER BUILDING AND CITIZENSHIP TRAINING

TOPIC	PAGE
1. THE TOOLS—EXTRA-CURRICULAR ACTIVITIES . . . . .	3
2. THE BUILDER—TEACHER-LEADER . . . . .	15
3. THE MATERIAL—ADOLESCENT BOYS AND GIRLS . . . . .	25

### PART II

#### CLUBS

4. CLUB LIFE IN THE SCHOOL . . . . .	35
5. ESSENTIALS IN ORGANIZATION . . . . .	47
6. THE LITERARY SOCIETY . . . . .	59
7. DRAMATICS . . . . .	83
8. SOCIAL FUNCTIONS . . . . .	95

### PART III

#### STUDENT PARTICIPATION IN SCHOOL ADMINISTRATION

9. HOME ROOM ORGANIZATION AND ACTIVITY—THE CLASSROOM . .	105
10. PARTICIPATION IN SCHOOL GOVERNMENT—STUDENT COUNCILS .	115
11. ASSEMBLIES . . . . .	131
12. SPECIAL DAYS . . . . .	143

### PART IV

#### PHYSICAL EDUCATION

13. PHYSICAL EDUCATION AS AN EXTRA-CURRICULAR ACTIVITY . .	149
14. SOME HELPFUL MATERIAL . . . . .	165
15. CONTESTS . . . . .	181

### PART V

#### PUBLICITY AND PUBLICATIONS

16. TYPES AND VALUES OF PUBLICATIONS . . . . .	201
17. THE NEWSPAPER—SCHOOL NEWS . . . . .	207

TOPIC	PAGE
18. THE HANDBOOK—SCHOOL INFORMATION . . . . .	217
19. THE ANNUAL—SCHOOL HISTORY . . . . .	225
20. THE MAGAZINE—SCHOOL LITERATURE . . . . .	233

## PART VI

## COMMENCEMENT

21. ORGANIZING FOR COMMENCEMENT . . . . .	239
22. SUGGESTIONS FOR THE PROGRAM . . . . .	249
23. THE COUNTY COMMENCEMENT . . . . .	261
24. MATERIALS AND BIBLIOGRAPHY . . . . .	267

## PART VII

## MISCELLANEOUS TOPICS

25. INTRODUCING AN EXTRA-CURRICULAR ACTIVITIES PROGRAM . . . . .	275
26. THE POINT SYSTEM . . . . .	283
27. HOW ONE SCHOOL SOLVED THE LITERARY SOCIETY PROBLEM . . . . .	293
28. THE NATIONAL HONOR SOCIETY . . . . .	299
29. A STATE DRAMATIC ASSOCIATION . . . . .	305
30. A LIGHTING PLAN FOR THE STAGE AND MAKE-UP IN DRAMATICS . . . . .	313
31. TRY THESE . . . . .	323

## PART VIII

## SOME AGENCIES SUPPLEMENTING ACTIVITIES

32. THE AMERICAN JUNIOR RED CROSS . . . . .	339
33. THE BOY SCOUTS OF AMERICA . . . . .	345
34. THE GIRL SCOUTS . . . . .	353
35. THE CAMP FIRE GIRLS . . . . .	359
36. THE GIRL RESERVES . . . . .	367
37. THE HI-Y CLUBS . . . . .	373
38. THE NATIONAL SAFETY COUNCIL . . . . .	381
39. THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA . . . . .	389
40. THE NATIONAL TUBERCULOSIS ASSOCIATION . . . . .	393
LIST OF ADDRESSES OF PUBLISHERS AND PERIODICALS USED IN BIBLIOGRAPHY . . . . .	397
INDEX . . . . .	399

## LIST OF ILLUSTRATIONS AND DIAGRAMS

	PAGE
Students at North Carolina College for Women Majoring in Physical Education . . . . .	17
The Code of Honor . . . . .	19
Girl Scouts on a Hike . . . . .	39
Checking List for Clubs . . . . .	54
Dramatics . . . . .	85
Student Participation in School Government . . . . .	117
Student Council in Session. Students Conducting an Assembly	119
Play Activities at the Recess Period . . . . .	155
A Plan for an Intramural Athletic Program in a Small High School . . . . .	158
A Plan for an Intramural Athletic Program in a Large High School . . . . .	159
Girl Sport Leaders. Girls' Baseball Team . . . . .	167
Front Page of a High School Newspaper . . . . .	209
High School Publicity . . . . .	235
Pageantry . . . . .	253
School Band. School Orchestra . . . . .	277
School Infirmary. A Home-Made Tool Cabinet . . . . .	325
Boy Scouts Preparing a Meal. Results of a Whittle. Preliminary Lessons in Life-Saving . . . . .	347
High School Posters . . . . .	383

## PRINCIPLES

All activity should minister to the further advance of the cardinal principles of secondary education in student life.

Extra-curricular activity may grow out of curricular activity and curricular activity may be enthusiastically encouraged through extra-curricular channels.

Where there is a felt need for a particular activity do not lose the opportunity to sponsor and promote it.

Do not expect too much all at once. Go slowly. The activity is not a failure because it is not all it should be at the start. Sound beginnings are conducive to best and lasting results.

Forced activity cannot expect enthusiastic support. If there is student and faculty interest the activity will thrive. Develop faculty support and student interest.

It is well for the principal to have firm control over all situations. This does not necessitate despotism. Invisible leadership guiding, directing and advising is worthwhile.

See that the program of activity is a "do" program. Activity is essential in adolescence and conducive to healthy all-round growth.

Study the local situation, condition and need. The activity sponsored in one place may not succeed in another. Local conditions alter activity.

It is not necessary to promote every activity suggested. In fact, the best plan is to select a few of interest and give them full and wholesome expression.

Note tendencies to overdo activity. Too much time may be wasted, unlimited participation may lead to excess. And improper administration may be harmful in influence.

Trend the practices into the full development of school morale. The test of value may be made in the degree of production of splendid morale.

Appreciate adolescence. It is a wonderful stage in life. Know its fundamental characteristics. Study its trends. Apply its force to modern conditions.

Believe in youth. Believe in the mistakes of youth. Utilize them for producing better character and training in citizenship.

All of these activities should create the best through avenues of happy administration, sympathetic guidance, wholesome leadership, and above all else—in the spirit of youth.

## PART I

### CHARACTER BUILDING

- TOPIC 1: The Tools—Extra-Curricular Activities
- TOPIC 2: The Builder—Teacher-Leader
- TOPIC 3: The Material—Adolescent Boys and Girls
  - An Illustration
  - Selected Bibliography

## TOPIC 1

### THE TOOLS: EXTRA-CURRICULAR ACTIVITIES

General Presentation  
Objectives and Values  
Criticisms  
Warnings  
Needs  
Selected Bibliography

## TOPIC 1

### THE TOOLS—EXTRA-CURRICULAR ACTIVITIES

A host of activities, other than the set curricular program, are finding prominence in high school circles. It is not a question of whether we favor them or not. They are gaining rapidly in enthusiastic significance as high school values. They are the products of spontaneous expressions of basic interests. Knowing the characteristics of adolescence there comes a challenge to turn the forces bearing down upon the boy and girl concerned into wholesome and constructive channels. Such tendencies as gregariousness, rivalry, mastery, and those brought into prominence by the beginning of sex functioning, form the foundation for so many of the conditions found clamoring for expression.

All of the activities, whether they be expressed in Clubs, Assemblies, Self-Government, Athletics, and Publications, are functioning to satisfy these fundamental desires. It is perhaps true that the school in its desire to train in knowledge failed to take into account these interests and a natural field of education developed outside the class room to satisfy them.

They have developed in close contact with the school and now authorities and teacher-leaders are grasping their significance and are endeavoring to mold them into organized, directed, and supervised values. There should be no attempt to destroy the activities but every attempt to aid in a complete satisfaction of these adolescent urges for the reaping of the richest rewards.

Activity is one of the chief characteristics of adolescence. Regardless of contrary efforts there will be activity. Of what type is a different matter. There is a direct challenge to leadership. How may these activities be utilized for the best results where the good is brought forth into further activity and the bad is eliminated to the minimum or entirely?

The idea of extra-curricular activities is not entirely new. For years and years the high schools have had some forms of them. The old time spelling match, the usual Friday afternoon exercise, and many forms of school athletics illustrate the types of activity. Under the

influences of changing conditions especially focused at the high school through reorganization methods and standards such as the Junior High School movement, the report of the Committee on Reorganization of Secondary Education and the general interest in higher education these extra-curricular activities find impetus and recognition. They are thought of as wholesome activities not provided for in the curriculum. They find favor in promoting the socialized recitation plan and are direct tools for the project methods of class room procedure.

There are those who would disagree with the term "Extra"-Curricular. They would rather call them "intra" or "semi" curricular activities. For the present the term will stand expressive of these activities. An analysis of the terms will find most of them meaning the same thing.

The ideals and goals of education are splendid. Such terms as, "character building", "citizen training", "leadership", "self-realization", and many others, set forth the drives of efforts. These extra-curricular activities come as a renewed effort to approach nearer to the goals by offering a DO program and a direct interest in the STUDENT rather than the subject matter. They attempt a way for the student to do the things they are going to do in desirable and effective methods.

### OBJECTIVES AND VALUES

#### Cardinal Principles

What are some of the outstanding objectives and values in extra-curricular activities? Surely they should conform in aiding the advancement of the cardinal principles of secondary education. These principles, stated briefly, are: "ethical character, citizenship, health, worthy home membership, worthy use of leisure time, vocation, and command of fundamental processes." \*

#### Promoting the Principles

An interpretation and application of any extra-curricular activity may test its worthiness as it is able to aid in promoting one or more of these principles. A search of the activities will show that almost all of them aid in furthering the principles and offer, many times, the best medium for presentation. A few direct illustrations will prove this statement. The opportunities for teaching citizen training through student government activities; promoting health by a vital physical education program; a worthy use of leisure time in wholesome

\* "Cardinal Principles of Secondary Education"—Bulletin, 1918, No. 35, Bureau of Education, p. 10.

club activities, and vocational guidance in pursuits of publication work. These illustrations could be carried on and on with endless opportunities for development.

### **The "Do" Program**

There is no finer method in pedagogy than by positive and active study. The best way to teach citizenship is not only by formal civics but through methods of participation. Economic principles find lasting abodes in student life by a practice of them. The value in the art of living together can best be demonstrated through living together activities—as the team, the club, or the home-room. And so we find the extra-curricular ways positive and effective ways.

### **Produce Togetherness**

There is no finer expression of citizenship than teamwork. The ability to work together, play together, keep together, with common interests are worthy of attainment. The club, the team, the council, the staff, and so on, all call for and demand togetherness.

### **Develops School Morale**

These activities aid in promoting school morale. During and since the war the idea of morale has increasingly developed. We speak of armies, nations, communities, industry, and the individual, as possessing morale. The success of most extra-curricular activities depends upon morale and in making the activity a success morale is achieved.

### **Creates Leadership**

The individual finds unusual growth through these avenues. There is such a demand for leadership. There are endless appeals for individual expression. The activities do not merely teach but they call for creative effort. Perhaps their chief demand is in the ability to lead on and out into further activities. A study of these mediums will convince one beyond any doubt as to the effective utilization in promoting individual character growth.

### **Moral Activity**

The moral leader of today finds his best tools not in "preaching at" the age but in teaching the age through moral activity. Those activities which teach without a realization of having done so are often the most effective. Witness the dead powers of scores of teachers who feel that reforms come by the tongue route. Witness the teachers who are moral giants in the community through their ability to teach moral ways by moral activity.

### Checks School Mortality

While statistics show increasing numbers in the high schools there are thousands upon thousands dropping out who should continue on. A careful study of the causes leading to this high rate of mortality gives "lack of interest" in school as an outstanding fact. The author could cite numbers of cases where the interest in extra-curricular activities has led the student on. Perhaps the reader can add many cases to the list. These activities help to make the school an attractive place. Where the school is a happy place school mortality rates are generally lowest.

### Other Values

There are many other values that may be discussed, such as the extra-curricular activity developing the curricular activity and *vice versa*; the opportunities to lead individuals into possible avenues of life work; sublimating undesirable tendencies; creating social atmosphere or thinking social problems; personal responsibility; fair play; unselfish service; self-directed effort; and substituting for commercialized evils. These and many others could find a place as values.

## CRITICISMS

The movement has not been devoid of criticism. Critics aplenty have attacked the onrushing activities and even today there are many doubting principals and teachers. Some of the main criticisms with a short discussion of each are given:

### 1. Curriculum Overcrowded

First is the cry of the teacher that the curriculum is already overcrowded and present demands are too insistent. From a curriculum of the three R's has advanced steadily and effectively our present widened and comprehensive program. Through departmental channels and benefits of the division of labor greater opportunities are given for a larger participation. These extra-curricular activities find place in wholesome ways for effective results to teacher and student.

### 2. "Fads," "Frills" and "Luxuries"

The activities are but "fads," "frills," and "luxuries" in the educational realm. Anything supposedly new when organized finds many conservative thinkers attacking it on the ground of fads, frills, or luxuries. These activities have always existed. They have been a

part of the educational scheme for years. They lacked plan and organization. It is hardly fair to criticize them as useless because they are now effectively organized. In fact, the organized idea has taken what has existed for a long time haphazardly and is now using it in orderly fashion.

### 3. Failure in Other Schools

The neighboring school tried this and that and failed. Therefore, all forms will fail in our schools. Extra-curricular activities call for leadership. In fact, leadership is all important. It is perhaps true that in most cases of failure you can find lack of leadership. The cause is not in the activity but in the leadership of the activity. It is not just to condemn the whole movement because of its failure in certain situations. Rather find the places where successful efforts are being made and apply these to the local situation.

### 4. Time Element

They call for too much of the student's and teacher's time. Here again is a problem of leadership. Under proper direction and guidance the time element can hardly be considered a problem.

### 5. Affects Scholarship

Where students participate in the activities scholarship is affected. A few studies have been made along this line. All evidence points to the fact that there is very little effect either way. There is a large positive trend upon school citizenship and school morale. There have been cases of negative results. This is especially true in the field of athletics. The author feels that the blame is not with athletics but with certain trends that principals have allowed to develop in athletic endeavors. The "win" idea overemphasized, commercialization of athletics, and too much individual emphasis, and so on, are responsible. Athletics wholesomely used is a chief asset in education.

There may be other criticisms but these are the important ones. A résumé will clearly show that most of them are due to a lack of understanding and an inability to appreciate and apply the underlying principles. Where there is understanding and appreciation practices will show successful character building and citizen training.

## WARNINGS

It is, perhaps, fair to issue certain warnings regarding the application of extra-curricular activities.

### 1. Need of Control

First of all there should be control. The principal will always be held responsible for the activities of his school. All extra-curricular activities should find faculty supervision and guidance. This does not necessitate domination. There is no need for faculty despotism. Nor is too much student self-government wholesome. Student life is immature life and where it reigns supreme there is sometimes much chaos. A complete co-operation is needed. TEACHER INTEREST and STUDENT CONFIDENCE can make the school a happy place in which to grow.

### 2. Carried to Excess

The activities may be carried to excess. Temperance is needed here as well as in other things. Go slowly. Wise leadership may determine the needs and take effective steps to guide them.

### 3. Organization

The activities call for careful planning and organization. An activity without a program can waste valuable time and energy. Faculty and student leaders should see to it that each activity embarks upon its interest with a full knowledge of the activity ahead.

### 4. Proper Administration

The activity may be detrimental unless properly administered. Good judgment is needed in choosing leaders. Every effort should be made to develop an intelligent student voting body so as to produce wise leadership. Where cliques and snobbish elements gain control the best interests are often lost. With interested faculty guidance and wholesome student leaders the activity should pursue positive fields.

### 5. No Panacea for All Ills

We should not for a minute suppose that extra-curricular activities are a panacea for all school ills. They are but a part of the whole scheme and should be an integral part. Aiding, where possible making, happy lives at every opportunity. Liable to mistakes and willing to remedy conditions.

### 6. Lack of Group Interest

In the small high school there is not enough attention given to group interests. Generally, we find athletics overbalancing everything else. Careful study can remedy this condition. The small school

needs to put special stress on group activity and direct effective efforts for group expression.

### 7. Do Program

Try to have the programs of every activity based upon the do and not upon what not to do. Most faults may be corrected through proper channels of DOING.

### 8. Go Slowly

As one principal expressed it—"Go slowly. Have a very definite plan for several years ahead. Start with some home-room organization. Permit clubs and other activities to develop only in response to a felt pupil need. And always reserve final jurisdiction in government." \*

## NEEDS

And now we present the last thoughts in this topic—some of the underlying needs to make the activities successful.

### Faculty Belief in the Program

There must be a faculty leadership believing wholeheartedly in the values of extra-curricular activities. Without it the activities are bound to fail or move along haphazardly. Many times they may drift into detrimental channels. The full appreciation of the program cannot be gained overnight. There is an educative process in it.

### Understanding the Principles

Student life of the school should understand the principles of the activity and be ready for them rather than have them forced. To "develop only in response to a felt pupil need" is good advice.

### Organization Plans

There should be more study given to organization plans and machinery to promote interest in the activities. A good start is half the success. The impetus brought about by organization and program planning will generally carry on.

### Need of Education

There is constant need for education as to purposes, ideals, possibilities, and values found through the channel of extra-curricular activities. With a full realization of these essentials and co-operation

\* H. C. Mardis, Principal Hendersonville, North Carolina, Junior and Senior High.

in putting them across—the richest and most blessed results should be attained.

It is but left to the teacher-leader to grasp the positive opportunities that lie in the road of extra-curricular activities. By a full appreciation of their significance use the field as a laboratory for the building of character and the training of citizens.

### BIBLIOGRAPHY

#### SOME BIBLIOGRAPHICAL MATERIAL DEALING WITH THE GENERAL FIELD OF EXTRA-CURRICULAR ACTIVITIES

Should one wish to become acquainted with the general field of extra-curricular activities the following listed material will be found outstanding and beneficial.

"Extra-Curricular Activities in the High School," by Charles R. Foster, Associate Superintendent of School, Pittsburgh, Pa., published by Johnson Publishing Co., 1925.

History of the movement—underlying principles—administration and supervision of extra-curricular activities—description of typical clubs—student participation in high school control—social functions—publications—guidance—athletics—selected bibliography.

"Social Guidance in Cleveland High Schools," by Cleveland Teachers' Federation, Cleveland, Ohio, 1923.

Methods of moral and social instruction—students' organizations—student council—school clubs—results gained through student co-operation—special devices for social and moral influence and control—extra-curricular activities and student control in their bearing on scholarship—conclusions and recommendations.

"A Study of the Extra-Curricular Activities in the Public High Schools of Florida," by J. Hooper Wise, Instructor in English, and Joseph Roemer, Professor of Secondary Education—both in the University of Florida—published by University Record, Vol. XX, No. 1, June, 1925, University of Florida, Gainesville, Fla.

Underlying principles—methods of investigation—extra-curricular activities in the high schools of Florida—conclusions—program—sample constitutions—and forty pages of bibliography.

"Manual for High Schools," Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, Pa., 1922.

Secondary education in the United States—administration of the program of study—the junior high school—guidance in the high school—student and faculty activities—practical arts and vocational education.

"Report of the Survey of the Public School of Philadelphia," by the Pennsylvania State Department of Public Instruction—Book III, 1922—Published by The Public Education and Child Labor Association of Pennsylvania, Philadelphia, Pa., pp. 113-163.

Training for citizenship—development of activities—home rooms—class organization—student council—teacher-adviser—school teams—dances—assembly—publications—clubs—excursions—musical organizations—recommendations.

"Junior High School Practices," by R. L. Lyman, School of Education, University of Chicago, and Philip W. L. Cox, School of Education, New York University, 1925. Laidlaw Brothers, publishers.

Purposes and recent developments—description of typical schools with activities—organization and program—pupil activities—characteristic results.

"Adolescence and High School Problems," by Ralph W. Pringle, Principal of the University High School, Illinois State Normal University. Heath, 1922.

Methods of solving educational problems—pre-adolescence—general survey-physiological changes—mental growth—social characteristics—moral aspects—social activities—literary societies—debating—high school journalism—athletics—pupil finances—assembly—sex education—moral education—principles and methods of appeal.

"Administration and Supervision of the High School," by Franklin W. Johnson, Professor of Education, Teachers College, Columbia. Ginn, 1925.

Chapters of interest—1. The high school principal—2. Aims of secondary education—6. Principal and his teaching staff—7. The high school pupil—8. Disciplinary control—9. Extra-curricular activities—10. Training in ethical character—11. The principal's relation to the community—16. The high school library.

"Suggestions for a Physical Education Program for Small Secondary Schools," by Walter F. Cobb, Director of Physical Education and Hygiene, Baltimore, Maryland, and Dorothy Hutchinson, Junior Specialist in Physical Education, Bureau of Education. Physical Education Series No. 3. Department of the Interior, Bureau of Education, 1923.

Organization and administration of the program—suggestions along the following lines—organizing and conducting athletic programs—teaching athletics and games—suggestions for teaching folk dances and water sports—program for junior high school—rules for some team games, athletic events, scoring tables—athletic associations—miscellaneous topics—bibliography.

The Twenty-fifth Yearbook of the National Society for the Study of Education—Part II. Extra-Curricular Activities. Public School Publishing Company, Bloomington, Illinois.

Chapter I. Introduction, scope and organization of the Yearbook. Chapter II. Analysis of general literature on extra-curricular activities. Chapter III is a general survey of practices—Junior High Schools, Four-year and Senior High Schools, Six-year Elementary Schools. Topics presented include—pupil participation in activities; direct training in citizenship through the participation of pupils in community affairs; co-operation of teacher advisers; financial administration of extra-curricular activities; honor societies; assemblies, athletics; music; dramatics; clubs; and many illustrations of local practices. The book is very valuable and should be in the library of every teacher interested in extra-curricular activities.

"Extra-Curricular Activities in the Junior High School," by Paul W. Terry, Professor of Education, University of North Carolina. Warwick & York, 1926.

Describes practices as found in approximately one hundred urban junior high schools of the better type. Topics discussed are description of different pupil organizations, programs of activities in large and small schools, the teacher adviser, administrative factors, participation of pupils, and many other worthwhile topics.

Addresses of publishers on page 397.



TOPIC 2  
THE BUILDER—TEACHER-LEADER

Fundamental Characteristics  
Other Suggestions  
General Bibliography



## TOPIC 2

### THE BUILDER—TEACHER-LEADER

With the increasing development of extra-curricular activities and a fuller recognition of their worth in educational pursuits comes an ever increasing demand for leadership. A search into everything that has been written or accomplished or failed has found leadership outstanding in importance to functioning. Where there is success there is good leadership and where there is failure there is poor leadership. It could be stated as an axiom.

In all matters of extra-curricular activities as well as other activities of adolescence there is a demand for leadership from those to be led. A grasp of the situation shows clearly this need and the effectiveness of its procedure.

This topic cannot go into full discussion of leadership under each type of activity. It is presented merely to stress and strongly emphasize the importance and necessity of leadership and to enumerate some of the outstanding qualities for leadership and offer a few suggestions to the leader in the general field of extra-curricular activities.

In Topic One we surveyed and noted the fundamental objectives and values. As an effort in socialization they stand out as pre-eminently valuable. Through their channels there is opportunity for individual character molding and effective social contacts in citizenship training. To assume leadership of these endeavors is but to add to the storehouse of contacts whereby the realization of the efforts at socialization are achieved. Here the power of leadership is displayed.

#### FUNDAMENTAL CHARACTERISTICS

##### Appreciation of Adolescence

First of all should be stressed a sincere love and devotion to adolescent boys and girls. The teacher-leader can easily measure this. It is a personal characteristic. It is safe to assume that where those qualities exist we find results of leadership. It is almost impossible to force leadership where there is a dislike for the age, and it should never be attempted. No leadership is better than where one finds genuine joy and a real appreciation of the period. Leadership begins then. It possesses power.

### Appreciation of Extra-Curricular Activities

The second point is an appreciation of extra-curricular activities. Should there be doubts as to their values then the leadership will be doubtful and half-hearted. Where there is a realization that the activities possess educational worth on par or even excelling curricular procedures then leadership assumes effectiveness. To force a teacher to sponsor a club is dangerous club practice. To demand the supervision of physical education is detrimental. To demonstrate their values, cultivate an appreciation of their worth and have teachers want and demand participation makes for effective leadership.

### Mastery of Activity

As a third point the activity in leadership must carry beyond an appreciative stage. It carries one into the mastery of the activity to be led. Assuming the first two qualifications we may be assured that this one will find expression. There is careful study of the activity. What are its purposes, values, objectives, and the like? How may it be achieved, and what are the methods used—a program of procedure? The more we know about the activity and perfect its workings the better quality and quantity of leadership may be produced. There is never an end to effective methods. Programs are constantly being used up. Interest begins to die out. A knowledge of the activity and its ability to lead into further activity is essential. It may be suggested that the good leader will find out what others are doing.

### Knowledge of Adolescence

Many times we find teachers who are thoroughly capable so far as subject-matter goes but fail because of a lack of knowledge concerning the individuals they are leading. This brings us to a discussion of a knowledge of adolescence. To be mindful of the changes brought about by adolescence is far reaching in leadership value. Interests, motives and activities are different here than those found in years before or after. Certain physical, mental, moral and social revolutions and evolutions mark the period of tremendous change and import. To be conscious of these as we direct the activity is essential to the fullest weaving for results. To direct activities with this full consciousness is to make the activity of most importance.

### Promoting Curricular Activities

A study of the extra-curricular activities has led many to disagree with the name imposed because of the close relation to curricular pro-



Students at North Carolina College for Women majoring in Physical Education. They will go from this institution prepared to teach and lead recreational activities. They will soon become the Teacher-Leaders—builders of character.

cedures. The good leader finds the extra-curricular activity of worth in furthering curricular material. And the good leader finds in curricular material all sorts of substance to be utilized in extra-curricular ways. There is an unusual opportunity for effective correlation. One grows out of the other and one furthers the proper presentation of the other.

### Study Trends of Time

The leader should keep a close watch on the trends of the times. So often we attempt to trend the time of adolescence into the channel that our adolescence period used. There is no graver mistake for leadership to make. Time changes conditions of living and forms of activity. Time affects moral standards and educational values. Every attempt should be made to see the world of the present through the eyes of present adolescence. There are cardinal principles of education and these formulate the program of activity. Changes are constantly made to meet changing conditions, interpretations, and findings. To be "one of them" in mind, body and soul is half the royal road to good leadership.

### OTHER SUGGESTIONS

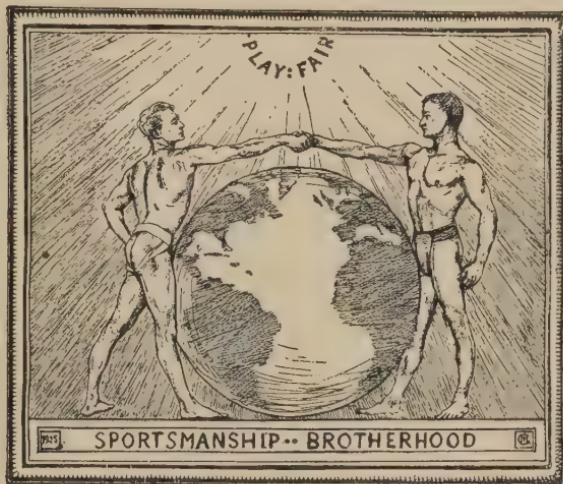
1. The leader can well afford to study effective organization methods. There may be a trend toward giving too much importance to organization. Many times the activity is wrapped in red-tape and much of its spontaneity is checked through too complex systems of organization. A certain amount is needed and necessary.

2. Despotic leadership is not in harmony with present trends. Every attempt should be in the direction of adolescent leadership and responsibility with adult guidance and supervision. The adult leader in the background with a firm hand and heart on the trend of conditions is a worth-while attitude to attain.

3. Often leadership is warped into dictated forms. Try to have open-mindedness. It is essential for new activity, further development, and a variety of interpretations.

4. Understand sublimation. One of the finest tools of handling tendencies that appear negative is found in the art of sublimation. This is clearly illustrated in handling the sex urge or the fighting tendency. Where the urge or tendency is sublimated by some activity other than its real expression it acts just as well and often leads into higher and finer interpretations.

5. Plan the programs to give special attention to individual traits. In corrective and curative work this is important. Search for the



OBJECT  
 TO FOSTER AND SPREAD  
 THE SPIRIT OF SPORTSMANSHIP  
 THROUGHOUT THE WORLD

THE CODE OF HONOR  
 OF A SPORTSMAN  
 IS THAT—

HE KEEP THE RULES  
 HE KEEP FAITH WITH HIS COMRADE, PLAY THE  
 GAME FOR HIS SIDE  
 HE KEEP HIMSELF FIT  
 HE KEEP HIS TEMPER  
 HE KEEP FROM HITTING A MAN WHEN HE IS DOWN  
 HE KEEP HIS PRIDE UNDER IN VICTORY  
 HE KEEP A STOUT HEART IN DEFEAT ACCEPTED  
 WITH GOOD GRACE  
 HE KEEP A SOUND SOUL AND A CLEAN MIND IN A  
 HEALTHY BODY

individual interest and direct it into wholesome channels along this line. Where possible, settle all matters coming up for the first time in individual ways. Should there be need to correct an individual for some misconduct do so privately and then should it occur again do not hesitate to handle it openly.

6. Study the family conditions of the students. It may not be possible to study them individually but know the family life of the community. What they do to make a living, home conditions, wage average, health, and other fundamental information helpful to understand the boy or girl.

7. Try to obtain parental co-operation. It is perhaps true that many of the activities fail because of parental misunderstanding. They build bulwarks against efforts because they do not understand what it is all about. Use a plan of education here. Gradually try to win over the parents of the community to a firm belief in what you are doing.

8. Carry this plan of co-operation into the community. Many times the community may sponsor the activity and financially aid it to success. A community believing in extra-curricular activities is a real help to the leader. Many times this enthusiasm on the part of the community gives trouble. This has often been the case in athletics. To educate the community to real sportsmanship is a problem worth tackling. Many of our most serious problems in high school contests result from overenthusiastic and misinterpreted community spirit.

9. Cultivate mass participation. The more who engage in the activities the better will be the result. Perhaps one of the just criticisms of the small high school has been the fact that a few are constantly used in all activities. A desire on the part of the school to make a good showing causes the leader to use those who will make the best showing. Many never have opportunity to participate and do not know what they can really do. Stress full participation on the part of the whole student group.

10. Lead out initiative and imagination. They are good qualities for developing further activity. Do not have the student do only what you suggest. Give them opportunity to suggest and to do.

11. *Believe in the mistakes of youth.* It is all right to make mistakes. They temper the situation and make for the finest development. Use mistakes to good advantage—not in scolding but in directing.

12. Study the bibliographical material. The leader should know the field. The bibliographies are selective and offer opportunities for further study and information. Use them frequently. Try to obtain an abundance of material and keep up with current practices.

## BIBLIOGRAPHY

## EXTRA-CURRICULAR ACTIVITIES

BACON, F. T., "The Correlation of Extra-Curricular Activities with the Department of Business Education." *School Review*, Vol. 30, pp. 671-678, November, 1922. The Meridian, Connecticut, high school plan of student finances.

BAHER, W. R., "Motivating the Outside Activities of a Junior High School." *Journal of Educational Methods*, Vol. 1, pp. 112-116, November, 1921. A stimulating article of the social side of school life.

BENJAMIN, C. H., "Student Activities." *School and Society*, Vol. 3, pp. 231-234, February, 1916. The time element in participation is studied. Its effects on class room procedure is given. Certain suggestions are made to limit participation.

BENTLEY, R. C., "Extra-Classroom Activities in High School." *National Education Association, Journal of Proceedings and Addresses*, pp. 581-586, 1911. A discussion of the place and importance of extra-curricular activities.

BJORDSON, J. S., "Student Activities in High Schools." *Journal of Education*, Vol. 83, pp. 619-621, June, 1916. A discussion of the activities and educational values of them. A plan is presented.

BRIGGS, T. H., "The Junior High School." Chapter X. Houghton Mifflin, 1920. A general treatment of the whole idea of student participation in the social organization of the school.

CALDWELL, OTIS W., "Some Factors in Training for Leadership." *Fourth Yearbook, National Association of Secondary School Principals*, pp. 2-13, 1920. The qualities of leadership are brought out through a study of a large number of student leaders.

CUBBERLY, E. P., "The Principal and His School." Chapter XVI. Houghton Mifflin, 1923. The book contains a number of interesting chapters on extra-curricular activities.

DAVIS, C. O., "Training for Citizenship in the North Central Association of Secondary Schools." *Fourth Yearbook, National Association of Secondary School Principals*, pp. 45-46, 1920. The results of a questionnaire to the accredited schools in the Association on the subject of training for citizenship. Suggestions given.

DEMENT, ALICE L., "Values in Extra-Curricular Organization in High Schools." *School Review*, Vol. 32, pp. 40-48, January, 1924. Values interpreted from the results of a questionnaire sent to a number of average-sized high schools.

FRETWELL, E. K. (The following articles will prove of interest and value): "Education for Leadership." *Teachers College Record*, Vol. 20, pp. 324-352, September, 1919. An account of the activities in the Speyer Junior High School of New York City. "A Survey of the Extra-Curricular Activities of Philadelphia High Schools." *Report of the Survey of the Public Schools of Philadelphia*. Book IV, pp. 113-163, 1922. Eleven schools were surveyed and the results are presented.

"A Survey of the Extra-Curricular Activities in the Boys' High Schools of Baltimore." *Baltimore School Survey*. Vol. II, pp. 101-110. Albrecht Co., 1921. An evaluation of the program and a suggested program for development is given.

FRENCH, WILL, "Extra-Curricular Activities. Their Relation to the Curriculum Work of High School." *National Education Association Proceedings*, pp. 737-742, 1915. Giving the educational values and objectives in extra-curricular activities.

## CHARACTER BUILDING

HARWOOD, H. M., "Extra-Curricular Activities in High Schools." *School Review*, Vol. 26, pp. 273-281, April, 1918.

A discussion of the activities in a small high school. Special attention is given to the point system.

LYMAN, R. L., "Guidance Program of the Holmes Junior High School." *School Review*, Vol. 32, pp. 93-104, February, 1924, and "The Ben Blewett Junior High School of St. Louis." *School Review*, Vol. 28, pp. 26-40, January, and pp. 97-111, February, 1920. Also "Washington Junior High School," Rochester, N. Y. *School Review*, Vol. 28, pp. 178-208, March, 1920.

These three articles give splendid accounts of what the schools mentioned are doing and many helpful suggestions are presented. They form an unusually good idea of the scope of extra-curricular activities.

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION. "Student and Faculty Activities." *Manual for High Schools*, pp. 95-117, 1923.

Values, plans, objectives, suggestions and aids are given for promoting an extra-curricular activity program.

POUND, OLIVIA, "Need for a Constructive Social Program for the High School." *School Review*, Vol. 26, pp. 153-167, March, 1918.

The article is full of helpful material. It gives the results of a questionnaire sent to many high schools. Presents experiences and activities.

PRINGLE, R. W., "Adolescence and High School Problems." Heath, 1922.

Has a number of very helpful chapters dealing with extra-curricular activities.

ROBBINS, C. L., "The Socialized Recitation." Chapter II and III. Allyn & Bacon, 1922.

The principles given will apply to a program of extra-curricular activities and will be found of value to the leader.

STEEPER, H. T., "Extra-Curricular Activities of the High School." *Education*, Vol. 39, pp. 367-373, February, 1919.

Gives special emphasis to social functions and tells how organization of the activities brought about an effective program.

WINNER, H. E., "Place and Value of the Extra-Curricular Activities in the High School." *Proceedings, National Education Association*, pp. 1021-1023, 1923.

The title gives a good idea of the discussion. It is of a general nature and stimulating in nature.

Helpful material for use as a bibliography on Adolescence and Leadership will be found throughout the many bibliographies presented. Special attention along these lines is given to the material from the Agencies Supplementing School Activities—Part VIII.

Addresses of publishers listed on page 397.

## TOPIC 3

### THE MATERIAL—ADOLESCENT BOYS AND GIRLS

General Presentation

Outline of Physical, Mental, Moral, and Social  
Characteristics

Reactions and Negations

Summary

### AN ILLUSTRATION

A well-rounded application of a Health Program  
as presented by the—

Health Education Division of the American Child  
Health Association



## TOPIC 3

### THE MATERIAL—ADOLESCENT BOYS AND GIRLS

When one scans the press of today or engages in casual conversation regarding our modern boys and girls one may be led to believe that many things are wrong and little is right with them. When one studies the activities of youth and compares the yesterdays with the todays, marked improvements along all lines of growth appear evident. There are problems—YES. But there are forces at work determining to banish from the earth the handicaps of youth and bring to maturity a better humanity. The nation is interested. The Great War has given the youth of today supreme importance. There is a fuller realization that the childhood of today is the material from which the nations of tomorrow must be made.

The adolescent is receiving unusual attention at this time. A veritable flood of literature is being turned loose for the leader in guidance. It seems that it might be unnecessary to discuss the topic here but a review is offered to assure a proper trend for the activities which follow. As a leader we should have constantly in mind the object being led—youth. A proper understanding, a full realization of the changes taking place, a carefully directed study of characteristics, a definite responsibility of their importance, and the opportunities to guide wholesomely and constructively forward or find and check deteriorating or negative channels are qualifications essential to effective leadership.

As we understand adolescence we can better guide and supervise it. There is no doubt but that successful leadership depends upon knowledge of this type far more than upon the activity itself. We may apply an activity and then wonder why it is not effective, interesting, or creating further activity. The interest may not be there because the activity lacks the characteristic elements of the age. We are indebted to medical science and to psychology for contributions in this field leading to effective information and a better understanding. We should know our Material—adolescent boys and girls so as to make the Tools—extra-curricular activities, intelligently guided and supervised in use by our Builders—the Teacher-Leaders.

What makes adolescence so significant? John Keats says it is the period of life "in which the soul is in ferment, the character undecided, the way of life uncertain." Shakespeare puts into the mouth of one of his characters—*Malvolio*—this, concerning the time, "not yet old enough for a man, nor young enough for a boy, as a squash is before 'tis a peas-cod, or a coddling when 'tis almost an apple." There is a revolution, physically, mentally, morally, and socially. After the twelfth year changes come fast and effectively. They trend the new life into definite shapes of maturity. The period is often spoken of as "teen age" or "puberty" as well as "the time of adolescence." The period generally refers to the span of life from twelve to twenty. In education there is a division into Junior High School age—twelve to fifteen, and Senior High School time—fifteen to twenty. Authorities tell us that there is a greater difference between a person of ten years and one of fifteen years than between persons of twenty and forty years of age. Why this importance? What are the characteristic changes occurring?

It is not necessary to go into a detailed discussion of adolescence. The teacher-leader may find an abundance of material. Most of the agencies supplementing the adolescent activities of the high school have given special attention to the fundamental characteristics of the period. Their programs have been prepared with a full knowledge and understanding of the changes and conditions. There are a number of helpful books available. Such works as "Youth, Its Education, Regimen and Hygiene," by G. Stanley Hall (Appleton), (an abridged edition of his standard work "Adolescence"); "Adolescent Boyhood," by H. M. Burr (Association Press); "Boyology," by H. W. Gibson (Association Press); and Ralph W. Pringle's "Adolescence and High School Problems" (Heath), are recommended. Pringle's book is especially adapted for high school use. It is full of interesting and helpful material explanatory of the adolescent period.

This Topic will present some of the outstanding characteristics of adolescence. It is hoped that the teacher-leader will find other sources of information and become thoroughly possessed with a knowledge of these fundamental and characteristic marks in evolution.

The physical changes are outstanding in degree and quantity. The vital change which is basic in character is the maturing of the organs of sex. Along with this condition come many other physical changes. There is a rapid increase in height and weight, unusual developments of the nervous and vascular system appear, and the muscles increase in size and weight. The heart increases in size, blood pressure practically doubles, and there is a slight increase in temperature. Chest expansion gains and overcomes the lost proportions of preadolescent

times, there is a growth of the lungs, and a new capacity of power evolves. The voice changes due to a rapid growth of the larynx and a lengthening of the vocal cords. There is a change in facial expression due to a lengthening of the face, growth of the jaws, and increased prominence of the nose. Fundamental changes occur in the sensations of touch, taste, hearing, smell, and sight. There is physical progress everywhere. Life is becoming full and abundant. One has only to make casual observations to find evidences of physical change. To be mindful of these evolutions, to understand something of the newness of experience, and to direct the momentum of the forces molding a new being is to bring about effective leadership. Permanent physical habits are being formed and it must not be forgotten that many of the phases of extra-curricular activities furnish an outlet for turning all of these changes into wholesome and constructive channels.

New tendencies, new emotions, and new ideals are being created. While there is no appreciable increase in weight and size of the brain, its cells and fibers are maturing. Mental activity is moved by new and unknown motives. There is an urgent call for experiences. It is a time of dreams and meditations. Intellectual curiosity is quickened. The adolescent thinks new thoughts, demands new companions, craves new amusements and wants to understand the world about him. New emotional elements blend with these changing mental attitudes. Many times they are out of balance. An understanding of the mental changes occurring is of genuine importance to the teacher. As the moral and social elements are portrayed a fuller appreciation of these characteristics show their value in practical applications.

The adolescent is becoming a moral being. Serious thoughts are given to conduct. Self-assertion, an attitude of surety, restlessness, and self-expression are evident. Here ideals, aspirations and visions are formed. Here the criminal or the prostitute emerges. From these impulses, good or bad, evolve character. Proper leadership will develop a policy of guiding these tendencies into wholesome ways. They may be directed into good avenues of life as well as bad ones. The program should be a "Doing" one, for character is best developed through a practice of the traits desired.

Perhaps the most important aspect of the period comes in the creation of social attitudes and tendencies. Social pressures about the adolescent tend to mold and organize a world within that will correspond to the one without. There is a deep-seated, fundamental, and universal approach to social approval. The law of the group becomes the law of the adolescent. Another outstanding trait is the one of gregariousness or the "getting together" urge. Clubs, organizations,

parties, dances, and the like are developed to satisfy this call. All of life seems to possess a social setting. Altruism is characteristic of the age. There is unusual opportunity to promote moral training and sympathy for fellow beings. There is a desire to please others, to win good will, to be crowned with glory and renown—a love of approbation. Evidences of this are numerous. They show in personal appearance, feats, stunts, pledges and vows of devotion, manners, and the like. The individual is coming into his social heritage. The opportunity for the teacher-leader is unbounded. To foster and direct these tendencies, to bring proper adaptation to the social inheritance, and to direct the physical, mental, and moral forces into proper social relationships is a function of leadership. Extra-curricular activities are the tools best available for social adaptation. Training citizenship calls these activities into use corresponding to the ability of the teacher-leader to understand their application in adolescence.

A brief outline of some of the characteristic physical, mental, moral and social changes have been presented. But, as Dr. Hall reminds us, adolescence has its reactions and negations, as well as its advances and potentialities.

#### REACTIONS AND NEGATIONS \*

1. The feverish activity of adolescence is broken by singular, and to adults aggravating, periods of sluggishness and sloth. Explosion is followed by collapse; overactivity by absolute inactivity. It is very interesting to notice that this condition corresponds very closely to the irregularities of savage life. Dr. Hall suggests that there are traces of periodicity in the life of adolescent boys as well as girls, as if nature concentrated her attention by turns on structure and function, on the development of the organ and its use.

2. Periods of abnormal melancholy often follow those of extreme hilarity. Exuberant delight in living gives way to a blasé indifference to life. The pendulum swings low as well as high. According to Lancaster, "The curve of despondency begins at eleven, rises steadily and rapidly till fifteen, culminates at seventeen and falls steadily till twenty-three."

The serious side of life begins to cloud the horizon of youth. The work and struggle of life appears as Titans; the unknown and untried selves as pygmies. Self-distrust follows unreasoning conceit.

3. While the altruistic impulses germinate most rapidly during adolescence, self-consciousness is so acute and often so assertive as to

\* From "Studies in Adolescent Boyhood," Hanford M. Burr. Copyright Association Press, New York City. By permission.

hide it. We are often puzzled at the overweening and groundless conceit of youth. It makes them both overbearing and oversensitive. The wisdom of the past counts for nothing. Dignities and dignitaries are scoffed at. But at the same time there is an extreme sensitiveness to slight and ridicule.

The reason for this "topping out" of conceit may be found in the rapid growth of body and mind in new powers. In the first experience of them they seem limitless, and when self-questioning arises they are concealed by bravado.

4. The vibration between generosity and greed, between goodness and badness, is another perplexing phenomenon of adolescence. The youth is responsive alternately to the best and the worst impulses. A kind of Jekyll and Hide duality is very common, even though fond parents may shut their eyes to it. The problem of the parent and teacher and worker for boys is to foster and strengthen the better self, recognizing, however, that some lessons seem to be learned only through the lower. The danger does not lie in the existence of the lower but in its becoming fixed and dominant.

5. The social nature is subject to the same fluctuations as the moral nature. Boys not merely hunt in packs and hunger for the society of the gang, but they have times of shunning all companionship, crawling off by themselves to feast on the "sweets of solitude."

It is important for the adult to remember, difficult as it may be, that these fluctuations are natural and to be expected. Fortunately there is a law of moral gravitation which tends to reduce the excess of vibration to equilibrium. Our most important duty is to maintain, as far as possible, normal conditions.

#### SUMMARY

1. New faculties are born; new powers of perception develop; new feelings assert their powers.
2. Old instincts are modified, some partially lapsing, others being re-enforced. "The ego finds a new center."
3. Sex love appears, with all its disturbing as well as inspiring impulses.
4. Religious motives have a new and stronger appeal.
5. The senses respond in a new way to the thousand impressions of nature.
6. The moral sense becomes more acute. The sense of social obligation—the social conscience—develops.
7. Hereditary influences show themselves more markedly.

8. The imagination takes new wings and is ready for higher and longer flights. New and more lofty ideals call the youth. Hero worship becomes a passion.

9. The passions, both good and evil, are intensified and the possibilities for both good and ill are greatly increased.

10. Change is the law of adolescence. There is no stopping. There is always movement up or down.

The great peril of the adolescent period lies in the fact that the capacity for self-control does not keep pace with the growing intensity of impulse. Perhaps the abnormal conditions of modern civilization are responsible for this in some measure. The development and reinforcement of all the regulative faculties and forces should be the chief aim of parent, teacher, and leader.

#### AN ILLUSTRATION

NOTE.—Many times a feeling exists that where attention is given to one phase of an activity accomplishment is evident. The physical, mental, moral and social characteristics of life should find a balanced proportion in individual and group progress. The idea is not to create a lopsided individual or society but rather a well rounded social order where the four elements are all working in wholesome relations. The illustration presented shows this all-round idea as applied to health. It can be applied to any condition or situation. It is given by the American Child Health Association.

It is accepted by all who have considered the matter of health as a factor of major importance in education, that a program which protects from contagion and checks up on removable defects does not wholly take care of the matter. Nor can it be considered as a "subject" either within or without the curriculum, yet it belongs wherever children are living. If, by chance, children are merely existing through the so-called "school-day" in order, within their own minds at least, to participate in the activities of real life which go on outside of these hours, then there probably is not much opportunity to include positive health education in the curriculum. This is because health is not a "subject" which can be pigeon-holed into one square of a diagrammed program, nor can it be turned over to the department which from the nature of its subject-matter or material seems best fitted to "handle" it. This would be an easy solution of the difficult problem placed before us when health was included among primary objectives in secondary school education. Nor can we say that this method has not been given a fair trial. Every department in any way directly or remotely connected with health in one school or another has enthusiastically done its best to save the situation, but no one is entirely satisfied with the results.

One of our premises is that we must get away from the disagreeable associations of disease, medicine and correction when trying to establish positive health habits in children. On the other hand we contend that there is a natural interest among children in their own physical differences, accomplishments and activities which can be utilized for teaching purposes. As a group, the extra-curricular activities are richer in these natural interests than the subjects which are essential to the formal granting of a diploma. Obviously the easiest way out is to leave within the curricula the dry bones of fact knowledge commonly composing the usual High School Elective Physiology. In extra-curricular activities are then placed whatever joyous health activity program the school possesses. Unfortunately children do not respond to this type of education. If we honestly intend to live up to our beliefs every unit of the health program, whether it be to protect, to correct, to promote, or to educate, must apply directly to a child's life situation in order to be of any lasting value. His growth and development are continuous wherever he is. In the high school, he must be made aware of his opportunities and possibilities for optimum development. In the elementary schools we show him "how." He is at the "why" stage in secondary education. He needs fact foundations upon which to build present and future action. He is already experimenting. No amount of formal advice by means of textbook teaching of hygiene will change the actions of the average child. He must see and feel that there is a general policy of health among the people whom he respects. He must be able to connect what he sees and hears within and about the school, with his own health problems and experimentations.

There must be a unity of purpose which the child can realize between all factors contributing to the health program. This unity must be evident in the opportunities for healthful development provided by school plant, the organization of the curriculum, the subject-matter which in any way bears upon health, the protection of school population against contagion, the opportunity for care or advice when needed, the provision for physical development through participation in big muscle activities, and above all, the living up to health standards by his teachers. This unity of purpose must be shared in common and must be found alike within and without school hours. Extra activities which foster team games for physically superior groups before giving equal opportunity through space and paid services of specialists, to every boy and girl are working against a unified health program. Of equal contradiction is the encouragement of the child underweight, or of poor posture, to become a member of a dramatic club, involving

both indoor rehearsals after school, and possibly evening performances, for the benefit of milk lunches or other worthy cause.

The Commission on the Reorganization of Secondary Education, appointed by the National Education Association, regards the following as the main objectives of education: 1. Health. 2. Command of fundamental process. 3. Worthy home-membership. 4. Vocation. 5. Citizenship. 6. Worthy use of leisure. 7. Ethical character.\*

Everything, everybody and every activity within or without the school has a possible contribution to make in the life of every child from the health standpoint. When this is recognized by high school administrators and teachers and the appropriate responsibility shouldered by each, we can honestly feel we are meeting the first objective.

—*Health Education Division, American Child Health Association.*

\* Department of Superintendence Second Yearbook.

## PART II

### CLUBS

- TOPIC 4: Club Life in the School
- TOPIC 5: Essentials in Organization
- TOPIC 6: The Literary Society
- TOPIC 7: Dramatics
- TOPIC 8: School Social Functions—Parties and Dances
- Selected Bibliography Under Each Topic

TOPIC 4  
CLUB LIFE IN THE SCHOOL

Purposes  
Values  
Suggestions  
Illustrations

## TOPIC 4

### CLUB LIFE IN THE SCHOOL

This is an age of organization and activity. In every phase of group life the organization, association, party, or club stage is present. As to what all of them are accomplishing is another matter. From the study of adolescent characteristics it is shown that the trend of the age is one of club activity. No matter what the leader might do the adolescent will call for some group expression and satisfy the call in the best possible way. There is a clear challenge to leadership to substitute the best of club life and sublimate any negative tendencies which may prevail. In school life there is a very definite movement to make the club period valuable and guide it into effective channels. The trend is away from the one club idea, such as the Literary Society, to the establishing of many interest groups through a large number of units or clubs. These conditions are entirely in accord with the development of extra-curricular activities and the fundamentals of secondary education.

Following is a summary of principles most commonly advanced by those favoring the club idea: \*

1. Clubs are in harmony with the purpose of education as given by Prof. T. H. Briggs, "The first duty of the school is to teach pupils to do better those desirable things that they will do anyhow; second, to reveal higher types of activity and to make these both desired and to any extent possible."

Boys and girls are going to have some form of club, whether the school promotes it or not. There are certain innate tendencies which cause them to gather together in a gang of some sort. Even if the schools so desired, they could not stamp out this gregariousness. It remains then only to guide and direct this form along the lines that will best make for the welfare of the pupil. A school club properly conducted will eliminate many questionable outside clubs and establish in the minds of the pupils an ideal that will raise the standards of all clubs with which the pupils come in contact.

2. Clubs are an effective means of securing the objectives of secondary education.
  - A. Worthy use of leisure.
  - B. Worthy home membership.
  - C. Citizenship.
  - D. Ethical character.
  - E. Vocation
  - F. Health.

(A) Worthy use of leisure time necessitates a large number of healthful interests. Interests are usually acquired when one is thrown in contact with something and knows something about it. A man may not be at all interested in birds, but after observing birds, learning the names and habits of a few, he may be very desirous of learning more about them. Clubs furnish an ideal means of exploring new fields and acquiring new

\* From a class report in Education 36M, Major Course for High School Principals, at Teachers College, Columbia University. Report made by Marshal Dresse and Emmet Corigan.

hobbies. Interests are contagious! If a boy who is completely indifferent to nature spends a semester with a group who are very enthusiastic over the great outdoors, he is bound to catch some of their spirit.

(B) Worthy home membership in the future can best be promoted by encouraging some social relationships by the whole school. School clubs with its similarity to life situations will be one valuable means of encouraging this.

(C) Citizenship can be acquired only by practicing good citizenship with results satisfactory to the one who practices it. The relationship of the individuals in a club is a miniature reproduction of the society that the pupil will find himself in when he leaves school. By learning to lead and to follow intelligently in his club, the pupil will be learning to take his place in the world outside.

(D) Ethical character, in common with all the other objectives, is learned only by "doing." If the morale of a certain club is high—and it is the duty of the director to see that it is—it is bound to stamp its qualities upon all its members. The approval or disapproval of the group will have much weight in helping its members to have thorough practice in the value of ethical life.

(E) Vocation. Clubs will be a valuable means of exploring the various aptitudes and capacities of pupils by giving them the opportunity to delve into various types of activity.

(F) Health is dependent upon the knowledge of the laws of hygiene and the habitual practice of these. Too often the traditional hygiene course stops with the former. The large variety of athletic and health clubs will do much to stimulate interest in this subject and encourage the formation of health habits.

3. Clubs are justified by modern psychology.

(A) Training by doing. Psychology teaches that learning is largely a matter of habit formation. A thing must be practiced with satisfying results before it becomes fixed in the mind. The civics teacher may tell John to be loyal to his country, and it may have little effect. The club director will teach loyalty by having John practice loyalty to his gang or club. Objectives of education will not be realized by telling them to the pupils, but will be realized by providing means for their continual practice.

(B) Conducive to whole-hearted purposeful activity which makes:

1. Primary learnings more effective.
2. Concomitant learnings more desirable.

Pupils are given complete freedom in their choice of clubs and a great amount of liberty in what they will do in the club. Any activity in which they engage will thus be of their own choosing and consequently of interest to them. Modern psychology teaches that learning of this type not only leaves a more lasting impression but is conducive to more desirable by-products in the shape of attitudes and habits.

(C) Makes allowance for individual differences.

(D) Utilizes and directs gregariousness present at this age.

(E) Close approximation to life situation: 1. Makes transfer more probable.  
2. Bridges gap between pupil and teacher.

(1) The similarity of the club to a real life situation allows for more identical elements and thus makes transfer more probable.

(2) The pupil and teacher meet on a more equal basis. This has the advantage of humanizing the teacher and having pupil and teacher see each other in a new light.

#### IMPORTANT SUGGESTIONS

1. There should be no attempt to destroy club organization. Should a group desire a club let it organize. If it is worthwhile and serves for interest and profit then it will function. If not it will soon die out.

2. Clubs should develop from conditions and activities within and without the school. The good leader will grasp these opportunities. Almost any subject in the curriculum offers club activities along the particular line of the subject. Often they develop into the most instructive part of the semester's work.

3. It may be well to have a Club Committee as a part of the Student Council plan. This committee will pass on all applications for new clubs after the initial program has been started. There is a possibility of having too many clubs and the committee may guard against this and other abuses.

4. It is of value not to allow one person to join more than one or two clubs. Too much joining may interfere with curricular work. It is best to belong to something that is of interest and give the best to it.

5. Notice should be given the student about any expenses involved in club activities. It is not fair to have them join and then find the expenses of carrying on the activity a burden. An estimate cost may be determined by leaders.

6. The question of eligibility is important. The idea is to have all participate. Each club should be allowed to pass its own eligibility rules. Care should be exercised in working these out. There may be the problem of numbers—membership may be limited in numbers. Too many in one club will hamper effective work. There is also the question of ability qualifications. The Latin Club may require a certain amount of knowledge of latin; the Radio Club will want the member to know something about the radio; or, the Domestic Science group will want some standards in cooking as requirement. The idea is not exclusiveness but inclusiveness through avenues of ability. There are certain negative qualities to limit membership—lack of interest, non-attendance, disloyalty, and others. This paragraph is merely suggestive and local conditions will work out these points to best advantage.

7. Remember club interests may not last very long. It does not hurt to change. One of the best points of leadership is involved here. How can interest be prolonged? What can be done to keep going? When interest wanes and the club has had a successful run and climax immediately organize into something else. As soon as interest begins to die change procedures and activities. It is much better to succeed and stop in time than to attempt to carry on in an aimless fashion. Carry the activity to a real goal and then divert it into other channels.

8. Allow for a change of club programs in activity each semester. It is not necessary to have the club proceed for a year. Do some intensive fine piece of work and then change to something else. Should

the club desire to continue, and its interest is prolonged, and the program is workable, allow it to continue.

9. Carry some activities outside the club meeting. Through exhibits, demonstrations, practical assistance, and the like, real efforts may be expanded.

10. Plan the program so there is activity at the start. This is one of the best ways to begin, for it brings interest at the start.

11. Study the characteristics of adolescence as pertains to grouping. The gregarious tendency is strong and needs directing.

12. Above all else get fun and pleasure out of what is done. The activity pursued in the spirit of wholesome leisure time will bring the best results.

### ILLUSTRATIONS

Two sets of illustrations are presented. The first one is taken from the club activities of a large high school and is given to show the possibilities in club activities. The second group shows the club life of a small high school and is representative of the activities that a school with a few hundred students may attempt. It is not essential that the goal be set to include all these clubs. They are presented as suggestive material for club leaders. A careful study of them will show many possibilities and give the leader much material for organization purposes. There are all sorts of opportunities to be gathered from the hints in the outlines. The first list presents the club life of the Brownell Junior High School in Cleveland, Ohio.\* It is, perhaps, one of the best club lists available.

**AIRPLANE CLUB:** Making of a scaled miniature of an actual flying model. Interest in and the study of the art of flying. Expenses for material about \$2.00.

**ATHLETIC CLUB:** Games and athletic work. Recreation, fair play, quick response. Maximum membership, forty.

**BASKETRY CLUB:** Making articles of raffia and reed. Knowledge of use of raffia and reed—hand skill. Expense varies according to articles made. Minimum, forty members.

**BIRD CLUB:** Exchange of experiences relating to birds; personal observations, newspaper reports, lantern slides, out-of-door excursions. Familiarity with birds. Expense involved—voluntary purchase of Audubon leaflets.

**BOYS' SERIES CLUBS:** Reading and discussion of boys' books. Better understanding and selection of boys' reading. Limited to boys interested in character-building books.

**CAMERA CLUB:** Making of solution, developing and printing of films and plates, making enlargements. Knowledge of photography. Dues, twenty cents per term, for solutions and use of apparatus. Printing paper used must be paid for in addition. Apparatus broken must be replaced.

\* List printed through the courtesy of the Brownell Junior High School, East 14th and Sumner Ave., Cleveland, Ohio.



The Girl Scouts form one of the most influential clubs in the Roanoke Rapids High School. Pictures are presented showing them on a hike, studying birds, and having tests.

**CAMP CRAFT CLUB:** Camp life—preparation and realization; making of camp kits. Training for emergency and pleasure. Expense, fifty cents.

**CAMPFIRE GIRLS:** Holding of business meetings, council fires, parties, etc.; studying for honors, ranks, etc. Pursuits of health, happiness and beauty. Twenty weeks of probation are required. Applicants must have G grade on report cards and be recommended by one teacher. National dues, fifty cents. Each girl can earn the money in her own way.

**CARTOONING CLUB:** Production of drawings and cartoons. Interest in drawing; skill in reproducing thoughts on paper in serious or humorous form. Applicant must submit a sample of his work and be accepted by the club director.

**CHEMISTRY CLUB:** Chemical experiments demonstrated by members of club and discussed by the teacher. Knowledge of simple chemical phenomena. Voluntary subscription for chemical materials.

**CROCHET CLUB:** Crocheting of laces, yokes, etc. Stories read aloud while work is in progress. Hand training; saving of expense in purchasing of laces, etc. Members must provide their own materials.

**DEBATING CLUB:** Debates upon questions of public interest. Acquaintance with rules of debating; ease and fluency in public speaking.

**DRAMATIC CLUB:** Dramatization of short plays and stories; preparation for assembly programs. Interpretation, clear enunciation, knowledge of stage business.

**EMBROIDERY CLUB:** Embroidery, readings and Victrola selections. Knowledge of design, good materials, etc.; pleasure in making of beautiful and useful articles. Members must furnish their own materials.

**ERNEST THOMPSON-SETON CLUB:** Acquaintance with life in the big woods; knowledge of characteristics, habits and adaptability of wild animals through Seton's stories.

**FIRST AID CLUB:** Study and demonstration of principles of first aid; making first aid kits. Knowledge of first aid; ability to act in an emergency.

**FOLK SONG AND DANCE CLUB:** Learning of old folk songs and dances. Teaching of grace and keen sense of rhythm.

**FRENCH CLUB:** Introductory work in conversation French; study of France and her people. Broader knowledge of languages. Limited to students in French classes.

**HANDICRAFT CLUB:** Working with raffia, Indian stitch, beads, applied design. Training of eye and hand.

**HOME ECONOMICS CLUB:** Distributing food prepared by classes; apportioning of food; setting tables properly. Training in responsibility and home service.

**HOME NURSING CLUB:** Knowledge of bandaging; care of sick and little children; visits to hospitals. Training for home nursing, home emergency, welfare work.

**ILLUSTRATORS' CLUB:** Making illustrations—pen and pencil sketching. Development of talent; training of eye and hand to work together. Applicants for club must submit free-hand drawing to director.

**KIPLING CLUB:** Reading and discussion of Kipling and other modern writers. To instill a love for fascinating modern tales of men and animals.

**KITE CLUB:** Making of kites; study of proper proportions and use of tools. Expense of kites, twenty to thirty cents.

**KNITTING CLUB:** Knitting of any garments desired. Learning of various stitches and new uses of yarn. Each member supplies her own yarn and knitting needles.

**KNOW-YOUR-CITY CLUB:** Discussion of facts concerning Cleveland; industries, public buildings, wage average, etc. Visits to places. Knowledge and appreciation of our city. Limited to eighth and ninth grades.

**LANDSCAPE GARDENING CLUB:** Principles of landscape gardening; recognition of common shrubs and trees; study of gardens through pictures and trips. Love for good landscape gardening; recognition and stimulation of desire to become landscape gardeners.

**LAUNDRY CLUB:** Quick methods of washing and ironing. Study of lines, materials and temperature of water. Development of artistic sense; respect for labor.

**MARTHA WASHINGTON CLUB:** Crocheting of beautiful rugs from colored rags for home uses; gaining of knowledge of Colonial period. Development of thrift; home service.

**MILITARY CLUB:** Drilling and study of manual of arms; signaling and semaphore. Training for promptness in executing orders. Membership limited to boys who are interested in marching and signaling.

**MILLINERY CLUB:** Making and trimming hats. Knowledge of the trade method of making a hat.

**MUSICAL APPRECIATION CLUB:** Discussion of simple musical forms, instruments and best composition. Use of Victrola records and actual performance. Intellectual enjoyment in listening to music.

**MYTHOLOGY CLUB:** Reading and discussion and stories concerning Greek and Roman mythology, heroes, customs, and manners of living. Knowledge of early beliefs and superstitions.

**NEWSPAPER CLUB:** Make-up and production of modern newspaper. Reading of newspaper and magazine articles; trips for observation; oral and written reports.

**ORCHESTRA CLUB:** Furnishing of music for assemblies, plays, commencement exercises, etc. Complete personnel of every orchestra instrument; training in school spirit.

**POTTERY CLUB:** Modeling in clay; objects in relief and round. Study of form in three dimensions of space; hand skill. Small expense for clay and tools.

**PUBLIC-SPEAKING CLUB:** Recitation of fine selections and original speeches. Training of members in public speaking.

**PUZZLE CLUB:** Making and solving puzzles; puzzles given to hospitals. Training in keenness, accuracy, individuality, service.

**RADIO CLUB:** Study of wireless telegraphy; practice in sending and receiving messages. Knowledge of wireless. Club limited to boys and girls in eighth and ninth grades.

**RED CROSS CLUB:** Making over clothes and knitting. Development of altruistic spirit—service.

**REPORTERS CLUB:** Discussion of newspaper and magazine articles; trips for observation; oral and written reports. Development of habits of observation; concise forms of expression. Occasional carfare.

**SANTA CLAUS CLUB:** Construction of toys. Making of playthings along scientific lines. Small expense dependent on toys made.

**SWIMMING CLUB:** Strokes, dives, life saving, swimming meets. Enjoyment; preparation for emergencies.

**SCRAPBOOK CLUB:** Making scrapbooks of pictures and articles for entertainment of sick children in hospitals. Service for others. Expense, ten cents for scrapbooks.

**SENIOR CORPS BOYS:** Discussion of topics of interest to graduates; conducting of school campaigns. Knowledge of conditions to be met outside Junior High; service. Membership limited to boys of graduating class.

**SENIOR CORPS GIRLS:** Same as for boys.

**SHORT-STORY CLUB:** Reading of short stories. Acquaintance with the best short-story writers.

**SOCIAL HOUR CLUB:** Knowledge of etiquette for society and business. Increase of social efficiency.

**SPANISH CLUB:** Simple conversation; a short play; songs. Knowledge of vocational opportunity through Spanish.

**STORY-TELLING CLUB:** Telling of stories. Creating and fostering a love for good stories.

**TATTING CLUB:** Copying and making of original designs in tatting. Artistic and practical side of hand work. Each member must have shuttle and thread.

**TWO-MINUTE-MEN CLUB:** Drill in extemporaneous speaking on topics of the day. To develop broad reading and freedom of expression.

**TRAVEL CLUB:** Imaginary trips by means of stereopticon views. Appreciation and knowledge of actual travel.

**VIOLIN CLUB:** Learning to play on the violin. To convince child of his ability to learn the violin. Membership limited to fifteen who have violins but do not take lessons.

**VIOLIN CLUB—INTERMEDIATE.**

**VIOLIN CLUB—ADVANCED.**

**WATCH-YOUR-SPEECH CLUB:** Training in the correction of common errors in English. Elimination of slang. Word study. Open discussions and story-telling for drills.

**WILD-FLOWER CLUB:** Learning names of wild flowers; collecting for herbariums; using nature to beautify the home. Appreciation of the wonder and beauty of the great outdoors. Expense, a small notebook for herbarium and two cents for passe-partout.

**WILLING WORKERS CLUB:** Making articles of clothing for small children; *e.g.*, simple dresses, aprons, bonnets, etc. Giving garments to poor children—service.

**WIRELESS BUILDERS CLUB:** Making of wireless apparatus. Working knowledge of wireless. Limited to students interested in wireless and willing to pay cost of materials for own apparatus.

A study of this list will give the leader many suggestions. There are all sorts of opportunities to be gathered from hints given in the club outlines. While it will be impossible for any small high school to have anything like this number of clubs, the list shows possibilities and offers unusual studies in club life activities.

The next list of illustrations is taken from the club life of a small high school.\* The population of this school numbers three to four hundred. The illustration is to show the actual number that a school of this size and type may undertake. The types of clubs is a matter of local choice.

**GIRL SCOUTS:** The crafts offered take the place of extra clubs. The work starts in the fifth grade, tenderfoot tests—sixth grade, second class tests—seventh grade, merit badges—eighth and ninth grades, first class test, merit badges, basketry—ninth, tenth and eleventh grades, golden eaglet merit badges, work in crepe paper, lamp-shades, wax work, etc. This program keeps the girl interested in scouting all the way through high school.

**BOY SCOUTS:** Organized through fifth, sixth, seventh, eighth and ninth grades.

**JOURNALISM CLUB:** There is no school newspaper, so this club reports all school happenings to local papers.

**DRAMATIC CLUB:** Sponsors dramatics in the school. The school provides for activity on a large scale through the home-room. This club is interested in special plays.

**DEBATING CLUB:** Sponsors debating and conducts debates on current topics. Prepares debaters for the state meet.

**JUNIOR RED CROSS:** Club organized in each room from fifth through twelfth grades. Stresses service.

**RADIO CLUB:** Study of radio work. Has put a radio in the school. Made a number of sets.

**BOYS' ATHLETIC ASSOCIATION:** Leads in athletic activities. Letters are awarded.

**GIRLS' ATHLETIC ASSOCIATION:** There is an association for senior and junior high school groups. They lead and direct athletics for girls.

**LIFE-SAVING CLUB:** There is a separate club for girls and one for boys. Swimming, diving, life-saving. Stresses first-aid work.

**COACHING CLUB:** Twelve girls who are especially fitted and interested in physical education prepare for coaching. Coach younger students and teams and help in refereeing.

**HIGH SCHOOL ORCHESTRA:** There is a senior and junior organization.

**BOYS' GLEE CLUB and**

**GIRLS' GLEE CLUB.**

**BOYS' BAND.**

\* List given by the courtesy of the Roanoke Rapids High School, Roanoke Rapids, N. C.

Others clubs organized in the year, but not active, included a Target Shooting Club, Basketry Club, Christmas Gift Club, Pastry Club, Halifax County Club, Home Economics Club for Boys, Nature Study Club, Spanish Club and Jewelry Club.

### BIBLIOGRAPHY

FRETWELL, E. K., "Extra-Curricular Activities of Secondary Schools." *Teachers College Record*, January, 1923.  
 A comprehensive résumé of activities and a selected bibliography.

FRETWELL, E. K., "The Adviser of Girls and Extra-Curricular Activities." *Educational Administration and Supervision*, February, 1924.

FRETWELL, E. K., "A Survey of the Extra-Curricular Activities of the Philadelphia High Schools." *Survey of Philadelphia Schools*, Vol. 4, pp. 113-163.  
 An interesting presentation of theory, evaluation of what is being done and some helpful recommendations.

PENNSYLVANIA STATE DEPARTMENT OF EDUCATION. "Pennsylvania Manual for High Schools," pp. 93-116.

WISE AND ROEMER, "A Study of the Extra-Curricular Activities in the Public Schools of Florida." *University Record*, Vol. XX, No. 1, 1925. University of Florida, Gainesville, Fla.  
 A thorough study of the activities in Florida with a most comprehensive bibliography.

LYMAN, E. A., "The Ben Blewett Junior High School of St. Louis." *School Review*, Vol. 28, pp. 97-111.  
 A statement of how the clubs function in the school discussed. A list of the clubs is given.

LYMAN, E. A., "The Washington Junior High School, Rochester, N. Y." *School Review*, Vol. 28, pp. 178-204.  
 Similar to the article above.

THOMAS-TINDAL, E. V., and MYERS, J. D., "Junior High School Life." "School Clubs," pp. 168-191. Macmillan, 1924.  
 A statement of objectives, organization, and observations of clubs. Chapter XV gives a list of clubs. There is explanation of each.

PRINGLE, R. W., "Adolescence and High School Problems." Chapter XI. "Social Activities." Heath.  
 A splendid chapter on social activities and special emphasis placed on club life.

ANDERSON, W. N., "A Manual for School Officers." Century, 1925.  
 A general treatment of school problems including school clubs.

EAKLEY, F. S., "Formation of Club Activities in the Junior High School." *The Junior High School Clearing House*, Sioux City, Iowa. Vol. 2, p. 5. February, 1924.  
 A very good article for the club leader.

BJORNSEN, J. S., "Student Activities in High School." *Journal of Education*. Vol. 83, pp. 619-621, June, 1916.  
 Effect of activities on outside activities, including clubs.

BRIGGS, T. H., "The Junior High School," Chapter X. Houghton Mifflin, 1920.  
 A brief general treatment of the whole subject of pupil participation in social organization of the school.

SHEEHAN, MARY A., "Clubs: A Regular School Activity." *High School Journal*, October, 1921.

POUND, OLIVIA, "Need of a Constructive Social Program for the High School." *School Review*, Vol. 26, pp. 153-167, March, 1918.  
 From a study of the activities in many schools there is presented a working set of rules for this particular school.

Addresses of publishers listed on page 397.



TOPIC 5  
ESSENTIALS IN ORGANIZATION

Steps in Organization  
Methods  
Programs  
A Club List



## TOPIC 5

### ESSENTIALS IN ORGANIZATION

The success of any club depends largely on the form, methods, and extent of its organization and the effectiveness of its activity. There are a number of factors to be considered in proper organization.

#### LEADERSHIP

It is assumed that the Principal believes in clubs as possessing educational value. Student interest is easy to obtain. There is generally a faculty member or two willing to assist. In most schools it is necessary for the entire faculty to be interested in order to have effective club activities. It is advisable, in most cases essential, to have faculty supervision. This is not so much for disciplinary reasons as for the sympathetic advice and companionship the faculty may give. To attempt a club program without faculty support makes the program at once difficult for results. Nor should club interest and activity be forced on the faculty. Educational authority attempting to force teachers to be interested and direct activities may end in complete failure. The values may be interpreted to the faculty and opportunities to further club life may be shown. An interest must be developed as a primary step to leadership. This does not mean that the actual leadership should be taken away from the students. They should have responsibility and be given full opportunity for initiative and self-expression.

After faculty interest has been aroused organization can be perfected. The faculty appoints one of its members as Club Leader or Adviser. Each teacher then gives to this club leader the choice of clubs he is willing to sponsor. Opportunity should also be given the student body to present club interests. Check these interests with faculty willingness to sponsor, and the club list for the semester is formed.

#### STEPS IN ORGANIZATION

The teacher-leader then writes a brief account of the club, setting forth its objectives and interests. These accounts are presented to the student body through:

1. Home-room discussions.
2. Assembly programs.
3. Individual mimeographed sheets.
4. Bulletin board announcement.

In a few days obtain from each student his first, second and third choices for club membership. Try to impress upon the student the desirability of joining the club which appeals to his interests. Do not force joining. Should there be any who do not wish to join form a group for study purposes during the school club period. This group will soon, under good leadership, be a club of some kind. An illustration of a checking list is given on page 54.

Let us assume there is a time given for club activity. The time element is discussed in a later paragraph. The first club time may be utilized as an opportunity for the individual students to become acquainted with their first, second and third choices. The teacher-sponsor arranges the programs so that time is given for each student to attend three group meetings. At each meeting the plan for that particular club is given.

After this is done have a card for the student to sign giving his choice for membership. From these cards the faculty club leader can work out the club rolls.

Where there are too many signed up for any one club different sections may be formed. If too few sign for a certain club then change their membership to a second choice. It is to be remembered that local conditions alter situations. Size of the student body, group organization, club plans, and many other factors, may change situations. These thoughts are given as suggestive methods for putting a club program into operation.

#### MEMBERSHIP

Membership in the organization will vary according to school conditions. Club interest may be limited to each grade and in this case every member of the grade should be included in membership and given duties to perform. At stated times the different grades may put on a program for the entire school.

When the clubs are organized on the interest of the students, class lines are destroyed and the high school groups divide into various units according to interest. For example, those interested in debating may form a debating club or those interested in music may organize a music club and so on. This appears to be the popular trend.

If there is a large student body the membership is sometimes divided along sex lines and many times good wholesome rivalry is ob-

tained by having sex groups work against one another, especially if the two groups are divided along one line of interest.

Should the group be small the club may include all members of the student body with programs arranged to allow every one some form of participation. But if some of the students are not willing to work and become drones and parasites who tend to destroy interests of others, it will be worthwhile to study the individual cases of those involved and try to create interest. If this does not succeed then it may be necessary to change the form of organization to include smaller units. Where all methods fail, exclusion from membership should follow. It is important to stress the idea of having every student participate in some club activity.

#### TIME, LENGTH AND FREQUENCY OF MEETINGS

The time of meeting is an important element in organization. Upon it depends, many times, the life or death of the club. If the school authorities recognize the educational value of such an organization, they should take care to study the local conditions so that the time appointed will be to the best advantage. If the meetings take place during the regular school program then it seems that the best time would be in the early morning, when the minds of the pupils are fresh and active. If the time is placed at the end of the session there is generally more or less confusion in preparation during the entire day. Where the clubs are organized according to grades the time of meeting best adapted to the class situation may be decided by the teacher and students. There is a decided trend to establish a club hour during school time. Where there are clubs organized according to interests the groups may decide on afternoon or evening meetings.

The second factor in time is the length of program. It is suggested at the outset that a short, effective program is always better than a long affair. The time limit should not exceed two hours, and generally programs are organized for one hour. Assignments should stay within the time limit. This can be made one of the most effective lessons of club life. **START ON TIME AND STOP ON TIME.** Fill the program with wholesome activity.

Another factor to consider regarding meetings is their frequency per week, per month, or per season. If the organization is along class lines a meeting each week is not too much. Where the division is according to interest or sex and the entire school forms membership regardless of grades, biweekly meeting may be found advisable. In some schools there are meetings held by seasons or semesters. Since

it is difficult to sustain interest over long intervals it will be desirable to have meetings at least once every two weeks, or preferably once a week. Do not go to either extreme. Let the local situation regulate this point.

#### ORGANIZATION ACCORDING TO CLASS OR ENTIRE SCHOOL

*Preliminary Steps.* Those in charge of high school activities should hold a preliminary meeting, preferably of the faculty, for purposes of discussion, formulating plans, and taking steps for promoting the activities. The discussion should be informal and when certain trends develop definite action should be taken. It is always well for some one person to have in mind a variety of plans and conditions and in a way to guide the discussion.

The preliminary steps in the organization of any club are important. Here the foundations are laid, understandings are begun, and aims are set forth. At this meeting essentials in organization should be laid down, using the preceding paragraphs as a basis for the discussion. Talk over the plans with the leading students and let them present the plan adopted to the school. Endeavor to present to the student body a full front of approval and interest and a full enthusiasm in the plans. Give them every encouragement and allow them to feel that it is for their interest and pleasure that all plans are presented.

*Preliminary Meeting.* At this meeting preparations are made for the first general meeting. The details and plans worked out in the faculty group should be given to a student group made up of the officers of the various classes, or student leaders, or members chosen by the class to attend this meeting. Of course, these plans are subject to the conditions under which the clubs are to be conducted.

It will be a good thing to work out every detail at this meeting. It is not necessary that the plans of the group meeting be accepted by the general group, but the chances are that they will be. This smaller group can think the plan through so much better than the larger group. Appoint a temporary chairman to preside at the first general meeting. Ask the high school principal or a member of the faculty to open the meeting. Select a few of the best speakers to make short inspirational talks on such topics as: The Benefit of School Clubs; What We Expect to Accomplish; Purpose of Organizing; Value to the School and Community; Suggested Programs; and many similar subjects. Following these it should be understood that the temporary chairman is to lead the discussion and call for further talks. Insist that the talks be short and to the point. If this initial group under-

stands its purpose and goes about its work properly and with enthusiasm, good results will follow. Study the field of members for permanent officers. Choose them with respect to fitness and ability. Try to get students who are not already holding prominent offices so that they may have time to give to the work of the club. A general discussion of the program should take place before the first meeting so that many ideas may be presented.

*Work Between Preliminary Meeting and First General Meeting.* One of the chief factors during this period is proper publicity. Do not expect the pupils to know all that has taken place. Give widespread publicity to the idea of organizing a society and explain the things to be accomplished and the pleasure to be derived. Discuss with the students the fitness of officers. Find out the leading interests of the group. Create as much wholesome interest as possible for the opening meeting. Make attractive posters and invitations. See that all members of the student body are cordially invited. Check wrong tendencies regarding policies of meeting. Make this the time for developing real interest and enthusiasm for club life.

*The First Meeting.* The principal or some member of the faculty should open the meeting which should *begin on time*. A community sing will be interesting as a beginner. After a brief opening, the principal should tell about the purpose of the meeting and call for the election of a temporary chairman. Some one of the initial group should rise and place in nomination the choice of that group. The leader must be sure to call for other nominations. Should no further nominations be made, election should take place. If any others are nominated there should be some regulations as to balloting and election. The choice for temporary chairman should then take control of the meeting. Next, select a temporary secretary. It is wise to keep full records of the early meetings as so many policies, rules, and decisions are made then.

The temporary chairman should immediately launch into a discussion of organization. Here the members appointed by the initial group can make their short appeals for the club and call for resolutions looking to permanent organization. If it is the will of the group that the society be organized, the temporary chairman should appoint a constitution committee and any other committees necessary for permanent organization. A time should then be set for the next meeting. After adjournment interest may be aroused by having a social hour which should be as informal as possible.

*Work to Be Done Between the First and Second Meetings.* At the appointed time the meeting should be called to order by the temporary chairman. The temporary secretary reads the minutes of the last

meeting and they are corrected and approved. The temporary chairman then calls for a report of the constitution committee. The chairman of this committee makes the report with comments. It is then accepted as presented or accepted with changes. After the adoption of the constitution the officers named therein are elected and installed. It is then a good plan to name the chairmen of the various committees and let these chairmen appoint the other members of their committee. The constitution becomes effective as soon as adopted, and organization and regulations are governed by it.

*Name of the Club.* Be careful in the choice of names. There is a tendency to get away from such names as Philocosmian, Demosthenian, and Astrokektan and to substitute something closely related to the type of work and interest. This is not essential, however, for many times a secret name is good—one which only the members know the significance of. Often a symbol is used and is effective. Have the name count for something, and let it be a symbol of leadership.

*Programs.* Perhaps the most important phase of club activity is the work of the program committee. Here the real test of genuine value is shown. The club must have a worthwhile program and it is no easy matter to make one; it requires much thought and study on the part of the program committee, and for this reason much depends upon a wise choice.

The programs may be arranged according to the number of meetings and the general purpose of society. A suggested plan for program procedure is given:

- a. Subject for study or discussion.
- b. Division into topics for discussion.
- c. Plan and type of meeting.
- d. Some general suggestions.
- e. References and materials.

The program committee should plan the meetings in time for the members to make the necessary preparations. For the sake of interest the programs should be varied by means of extra activities, outside features, recitations, papers, debates, music, jokes, current events, and local color. Nothing will destroy interest more quickly than repeating the same thing over and over again. When the members have been given their parts they should be directed to sources of material such as the school library, extension divisions, the State Library Commission, or private libraries.

NOTE.—In Roberts' "Rules of Order—Revised Edition" (p. 284) is found a full parliamentary method of organizing clubs. It will be worth while to follow an authority of this type for all club procedure and the business methods of the meetings.

*Public Programs.* From time to time the club may give public performances. This will be a powerful instrument for interest and will develop a pride in the society. Public interest is needed, and when the public knows and sees the type of work the club is doing, its support is easier to obtain.

*Music.* Everyone realizes the importance of music in the program. If the club is other than a music club, be sure that some form of music is on every program. Encourage musical talent. This feature will also add interest. If the club is the music club, then have a recitation, a short open forum, or a paper on some current topic as the feature of the program.

*Features.* Sponsor lectures, moving pictures, and community sings. An effort should be made to have a program of this type at least once a year. Be sure that what you sponsor is representative of the best in community life. Many good results can come to the society in this effort.

*Impromptu Meetings.* It is a good idea to have one impromptu meeting each year with no particular program. The leader should have in mind a few things to do in the beginning and then let the meeting take its course, though keeping a guiding hand on events to check anything that savors of unwholesomeness. This type of meeting will create fun and produce helpful results.

*Practical Meetings.* From time to time the committee should plan a practical meeting. Go into the community and aid in the clean-up campaign. Help the community club make the local fair a success. Have a meeting in the form of a hike and nature study class and another for beautifying the school grounds. Many such activities add interest and enjoyment to the associative life.

*Refreshments.* It will be impossible to serve refreshments at all meetings and this should not be encouraged. At about one meeting every season some kind of inexpensive refreshments may be served. An assessment from each member will take care of this and make it a pleasurable feature. Do not force this fee on members, however, since it may keep some of them away. Let it be a voluntary matter.

*Social Side.* It will be well worth while to encourage the social side of the club, and from time to time have parties, socials, plays, and the like. Pleasure must be added to the program outside of the pleasure derived from the activity. One needs encouragement along this line in constructive and wholesome ways. Many times the social factor makes for and holds interest.

*Funds for the Society.* Occasions will arise that demand funds. Rather than charge dues and levy fines, it will be best to make the

## CHECKING LIST

## For Clubs at Brownell Junior High School

Name ..... H. R. ....

Before checking this list your home room teacher will read to you a description of the work each club will do.

Be sure to check your first, second and third choices.

Clubs:	1st	2nd	3rd
Athletic Leaders (limited to boys chosen by Mr. Cowley) .....	.....	.....	.....
Camp Craft .....	.....	.....	.....
Cartooning .....	.....	.....	.....
Chemistry .....	.....	.....	.....
Crochet .....	.....	.....	.....
Dramatic .....	.....	.....	.....
Folk Dancing .....	.....	.....	.....
French .....	.....	.....	.....
Kipling .....	.....	.....	.....
Landscape gardening .....	.....	.....	.....
Mythology .....	.....	.....	.....
Public Speaking .....	.....	.....	.....
Two-minute Men (boys and girls) .....	.....	.....	.....
Travel (three of these will be formed) .....	.....	.....	.....
Scrapbook .....	.....	.....	.....
Senior Boys Corps (9A boys only) .....	.....	.....	.....
Senior Girls Corps (9A girls only) .....	.....	.....	.....
Success .....	.....	.....	.....
Automobile .....	.....	.....	.....
Wild Life .....	.....	.....	.....
Journalism (Meteor Staff only) .....	.....	.....	.....
Chef Club (Boys only) .....	.....	.....	.....
Household Mechanics (Girls only) .....	.....	.....	.....
Glee Club (Boys and Girls) .....	.....	.....	.....
Drafting (Show card work, boys and girls) .....	.....	.....	.....
Seven Study Clubs (All 7B home rooms) .....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

money through some community activity. In a bulletin of the University of North Carolina Extension Division published for the parent-teacher associations of the State suggestions are given along this line. The list printed in the bulletin is given here in the hope that it may open avenues of thought that will bring response.

1. *Festivals.* Holiday celebrations, such as May Day, Valentine Parties, Armistice Day. Charge small fee.

2. *Parties.* Children's parties, lawn parties, silver teas, indoor parties, and receptions.

3. *Concerts.* Local talent, musical concerts, band concerts, old fiddlers' convention, victrola concerts, and the like.

4. *Feeds.* Box suppers, chicken stews, pie dinners, cake sale, oyster suppers, sandwich or candy sales.

5. *Community Affairs.* Community Christmas tree, community athletic field day, community picnic, community fair, community circus.

6. *Miscellaneous.* Debates, plays, pageants, sings, school exhibits, spelling bees, popular girl contests, story hours and games, library night, illustrated lectures, moving pictures, rummage sales, and carnivals.



TOPIC 6  
THE LITERARY SOCIETY

Essential Possibilities  
Outstanding Purposes  
Program Material  
Debate Queries with Selected Bibliography



## TOPIC 6

### THE LITERARY SOCIETY

#### The Situation

Unusual impetus is now being given to the high school society. Formal attempts are being made to change conditions and to allow the society to become the force that it should be in the high school program. In an article written by Miss Eunice Mackay of the Lincolnton High School in the first issue of *The North Carolina Teacher* we find that "one of the most perplexing problems of the high school is that of the 'Literary Society.' In many of our schools these societies merely exist. They are doing nothing to justify their existence. Altogether too many teachers will recognize their own school in the following description of the literary society in a large consolidated school.

"'The societies were dead,' said the teacher who was discussing this subject, 'dead, and they did not know it. They usually prepared their programs about half an hour before time for the meeting. They were not interested in debating; literary programs bored them; societies were a nuisance anyway—they simply sat through the meetings and thought up mischief.'

"In many of the schools the literary societies come to life only at the time of the Triangular Debate, staging some kind of a preliminary contest. But even then only a few of the members are vitally concerned, the others being merely onlookers. For the great part of the school year, the programs are a drag and a burden to both teacher and pupils."

This appears to be a fair description of the general situation and it is to change the situation and to offer constructive suggestions, aids, and materials that special emphasis is given here.

It is natural for the social life of the adolescent boy or girl to develop. The gregarious tendency is strongest at this time. The gang spirit shows itself in many ways. To capture the gang and not to work against it is to use it in the social education of the adolescent. He learns some of the greatest lessons in loyalty, co-operation, brotherhood of man, and idealism in the school of the group. When the school fails to accept leadership here many agencies enter—some of them constructive, some bent on destruction. The situation should not

be dodged. It exists. What is needed is to meet it. Here the high school club or society offers the best agency.

### Essential Possibilities

Often the student is criticized for the lack of interest in the high school society or charged with laziness and lack of initiative. Is this entirely true? Is it not true that the part which genuine interest and activity play in the program life of the society is not realized?

Most of the extra-curricular activities spring from spontaneous interest and these should be utilized and directed. They become the proper tools for social training through actual participation and co-operation. The very trend of life places greater emphasis on avocational education and the extra-curricular activities greatly extend the field in this direction. There is also an essential possibility for unifying purposes in every activity of this group. They all offer socializing service to the general program.

### Some Outstanding Purposes

Why the high school literary society or club? What are some of its salient purposes? It seems that there is a general agreement among those who have thought out the real values in society and club life for the high school student. Some of the more important purposes will be mentioned, and it is hoped that further thought along this line will be stimulated.

1. *Training in Right Thinking.* In all activities where it is necessary to prepare papers, debates, orations, or essays right thinking is of great importance. Every encouragement should be given in making this a fundamental aim.

2. *Socialization.* The student coming into adolescence, or passing through it, has a strong gregarious tendency. As a valuable asset for good citizenship the "we feeling" is worth while. Early training in group association is a worthy purpose.

3. *Correct Information.* Training in research and the demand for correct information in expression cannot begin too early. The facts in the case are important today, and the ability to obtain correct facts is valuable.

4. *Investigation and Initiative.* In every phase of the program investigation and initiative are needed for the best results. The capacity for investigation and the power of initiative are rich assets of progress.

5. *Reading Habit.* In preparation for the program it will be necessary to read extensively. The reading habit will aid in any situa-

tion and should be made one of the essential purposes of any organization of this type.

6. *Self-Expression.* Each line of life's activity seems to need organization and in most cases the leaders are those who have the power of self-expression. Every opportunity should be given the pupils to develop this.

7. *Toleration.* One of the world's greatest needs is toleration. Students should be encouraged to study and to understand both sides of the same question.

8. *Seeking Essentials and Organizing Ideas.* Time is saved, useless expenditure of energy is avoided, and thought is directed properly when the pupil can find essentials and organize them into effective values.

9. *Oral Presentation and Correct Habits of Speech.* It is a distinction to be able to stand on one's feet and through oral presentation and correct habits of speech influence thought, mold opinion, and direct action.

10. *Development of Leadership.* Each generation must produce constructive leadership. Educational forces mold leadership, and in the direction, planning, and procedure of the extra-curricular activities leadership should stand in the forefront of purposes.

11. *Correlating Subjects.* It is often difficult to find the most effective place for correlation in the general curriculum. In the society opportunity is always present and with proper assistance excellent results are obtained.

Many other purposes and constructive aims, offered by the extra-curricular activity, could be enumerated, but these mentioned are sufficient to show their value and to justify their existence.

### PROGRAM MATERIAL

NOTE.—The material presented in this Topic was prepared by Miss Clara B. Cole of the Library Extension Service of the University of North Carolina. The Library Extension Service is prepared to help literary societies with programs by sending package libraries. These libraries are made up largely of magazine articles and pamphlet material, and give as many viewpoints as possible on the topics discussed. These package libraries are for distribution to the high schools in North Carolina. Mention is made here so that other high schools may enquire of their institutions for such material. Many colleges and universities offer such service. Miss Cole has presented bibliographical material so that high schools everywhere may use them.

### DEBATE QUERIES

NOTE: Addresses of publishers and periodicals found on page 397.

### ACADEMIC FREEDOM

*Resolved:* That academic freedom in the highest sense should prevail in educational institutions.

## CLUBS

## BOOKS AND PAMPHLETS

BUTLER, N. M., "Scholarship and Service." Scribner, 1921.  
 HUDSON, J. W., "College and New America." Appleton, 1920.  
 HYDE, W. D., "College Man and the College Woman." Houghton Mifflin, 1906. "Six  
     Partners in College Administration," pp. 273-305.  
 JOHNSEN, J. E., "Academic Freedom." (Reference Shelf.) Wilson, 1925.  
 VEBLEN, THORSTEIN, "Higher Learning in America." Huebsch, 1918.

## PERIODICALS

*Atlantic Monthly.* Vol. 114, pp. 689-699. November, 1914. "Academic Freedom."  
*Educational Review.* Vol. 66, pp. 227-228. November, 1923. Dr. Meiklejohn's advo-  
     cacy of faculty control.  
*Independent.* Vol. 112, pp. 280-282. May 24, 1924. "Liberal College and Its Enemies."  
*Literary Digest.* Vol. 85, pp. 28-29. April 4, 1925. "Freedom of Teaching in Science."  
*Literary Digest.* Vol. 85, pp. 30-31. April 18, 1925. "No Monkeying with Evolution in  
     Tennessee."  
*Nation.* Vol. 108, pp. 158-160. February 1, 1919. "Academic Unrest."  
*Nation.* Vol. 114, p. 665. June 7, 1922. "Education and Dogmatism."  
*New Republic.* Vol. 42, pp. 57-58. March 11, 1925. "Is a Scholar an Employee?"  
*New Republic.* Vol. 42, pp. 258-260. April 29, 1925. "Tennessee Goes Fundamentalist."  
*Survey.* Vol. 54, pp. 379-381. July 1, 1925. "Supreme Court on Educational Freedom."  
*Survey.* Vol. 48, p. 218. May 6, 1922. "Teaching We Deserve?"  
*Survey.* Vol. 53, pp. 207-209. November 15, 1924. "Who Is Fit to Teach? Has Truth  
     Any Chance?"  
*World's Work.* Vol. 35, pp. 123-124. December 17, 1917. "Columbia Professors and  
     Academic Freedom."  
*World's Work.* Vol. 45, pp. 509-513. March, 1923. "Freedom in Church and School."

## CABINET FORM OF GOVERNMENT

*Resolved:* That in a democracy the cabinet form of government is preferable to the  
 presidential form of government.

## REFERENCES

## BOOKS AND PAMPHLETS

ETTRUDE, D. J., "Cabinet Form of Government." (Reference shelf.) Wilson, 1923.  
 FOLLETT, M. P., "New State." Longmanns, Green, 1918.  
 HART, A. B., "Actual Government as Applied Under American Conditions." Longmans  
     Green, 1903.  
 PEARSON, P. M., "Intercollegiate Debates," Vol. 1. Hinds, Hayden & Eldredge. c. 1912.  
     "Presidential vs. the Parliamentary Form of Government," pp. 367-373.  
 PHELPS, E. M., "University Debaters' Annual," 1918-1919. Wilson, 1919. "Cabinet System  
     of Government," pp. 1-45.  
 PHELPS, E. M., "University Debaters' Annual," 1920-1921. Wilson, 1921. "Parliamentary  
     Form of Government," pp. 199-247.  
 PHELPS, E. M., "University Debaters' Annual," 1924-1925. Wilson, 1925. "Cabinet Form  
     of Government," pp. 1-74.  
 SHURTER, E. D., and TAYLOR, C. C., "Both Sides of 100 Public Questions." Hinds, Hayden  
     & Eldredge, 1913. "Cabinet System of Government," pp. 144-146.

## CANCELLATION OF ALLIED WAR DEBTS

*Resolved:* That the inter-allied war debts should be canceled.

## REFERENCES

## BOOKS AND PAMPHLETS

AMERICAN ASSOCIATION FOR INTERNATIONAL CONCILIATION, "Allied Debts." No. 181. 407 West 117th Street, New York, 1922.

BASS, J. F., and MOULTON, H. G., "America and the Balance Sheet of Europe." Appleton, 1921.

BOGART, E. L., "War Costs and Their Financing." Appleton, 1921.

FISK, H. E., "Inter-ally Debts." Bankers Trust Co., New York, 1924.

FRIEDMAN, E. M., "International Finance and Its Reorganization." Dutton, 1922. "Inter-allied Debts—Shall They Be Canceled?" pp. 539-584.

JOHNSON, J. E., "Cancellation of the Allied Debt." (Reference Shelf.) Wilson, 1923.

U. S. LIBRARY OF CONGRESS. List of References on the Debts of Foreign Countries to the United States with Special Reference to Their Cancellation. Washington, D. C., 1921.

UNIVERSITY OF GEORGIA, "Allied War Debts and the U. S." (Bulletin Mimeographed Series No. 2.) Athens, Ga., 1923.

UNIVERSITY OF NORTH CAROLINA, "Cancellation of Allied War Debts." Extension Bulletin, Vol. 3, No. 6. University of North Carolina Press, 1923.

## CAPITAL PUNISHMENT

*Resolved:* That capital punishment should be retained as the penalty for premeditated murder.

## REFERENCES

## BOOKS AND PAMPHLETS

ARNOLD, J. H., "Debaters' Guide." Handy Book Corporation, Harrisburg, Pa. (c. 1923.) "Capital Punishment," pp. 307-309.

BEMAN, L. T., "Selected Articles on Capital Punishment." (Handbook Series.) Wilson, 1925.

BROOKINGS, W. D., and RINGWALT, R. C., "Briefs for Debate." Longmans Green, 1905. "Capital Punishment," pp. 57-59.

DARROW, CLARENCE, and TALLEY, H. J., "Capital Punishment," League for Public Discussion. New York, 1924.

FANNING, C. E., "Selected Articles on Capital Punishment." (Debaters' Handbook Series.) Wilson, 1917.

LAWES, L. E., "Man's Judgment of Death." Putnam, 1924.

MASSACHUSETTS CIVIC ALLIANCE, "Why Crime Abounds." Civic Alliance Bulletin. Vol. 8, No. 1. 50 Bromfield St., Boston, 1921.

NATIONAL COMMITTEE ON PRISONS AND PRISON LABOR, "Penalty of Death." Broadway and 116th St., New York.

NATIONAL COMMITTEE ON PRISONS AND PRISON LABOR, "State-Use System in Ohio." New York, 1919.

NATIONAL SOCIETY OF PENAL INFORMATION, "Death Penalty." Bulletin No. 55939. Grand Central Terminal, New York, 1923.

OREGON VOTER, Vol. 20, No. 10, March 6, 1920. Capital Punishment: official arguments submitted by the joint committee of the Senate and House of Representatives,

## CLUBS

at the special session of the Thirtieth Legislative Assembly, in behalf of the constitutional amendment restoring capital punishment. Worcester Bldg., Portland, Oregon.

## CHILD LABOR

*Resolved:* That the proposed amendment to the Constitution in reference to child labor be adopted.

## REFERENCES

## BOOKS AND PAMPHLETS

BULLOCK, E. D., "Selected Articles on Child Labor." (Debaters' Handbook Series.) Wilson, 1915.

FULLER, R. G., "Child Labor and the Constitution." Crowell, New York. (c. 1923.)

JOHNSON, J. E., "Selected Articles on Child Labor." (Handbook Series.) Wilson, 1925.

NATIONAL CHILD LABOR COMMITTEE, "American Patchwork." Pamphlet No. 311. 215 Fifth Ave., New York, 1925.

NORTH CAROLINA STATE CHILD WELFARE COMMISSION, "Rulings, Revised and Passed." September 6, 1921. Raleigh, N. C.

ORGANIZATIONS ASSOCIATED FOR RATIFICATION OF THE CHILD LABOR AMENDMENT. Child laborers today: excerpts from the *New York World*. 532 17th St., N. W., Washington, D. C., 1925.

ORGANIZATIONS ASSOCIATED FOR RATIFICATION OF THE CHILD LABOR AMENDMENT. Child tragedy in the cotton mills; North Carolina furnishes convincing reason for ratification of Child Labor Amendment. Reprinted from *Labor*. Washington, D. C., 1925.

ORGANIZATIONS ASSOCIATED FOR RATIFICATION OF THE CHILD LABOR AMENDMENT, "Exposing Cotton Mills' Fake Farmers' League." (1925?)

PHELPS, E. M., "University Debaters' Annual," 1924-1925. Wilson, 1925. "Child Labor," pp. 367-414.

RYALL, J. A., "Proposed Child Labor Amendment." Publication No. 323. National Child Labor Committee, New York.

SARGENT, NOEL, "Why Employers are Opposed to the Twentieth Amendment." Reprinted from "American Industries." National Association of Manufacturers, 50 Church St., New York, 1925.

SWIFT, W. H., "Campaign in North Carolina." Reprinted from "Child Labor," Vol. 2, No. 11. National Child Labor Committee, New York, 1913.

SWIFT, W. H., "Defense of the American System of Government." Publication No. 320. National Child Labor Committee, New York, 1924.

U. S. CHILDREN'S BUREAU, "Administration of Child Labor Laws." Bureau Publication No. 133, 1924.

U. S. CHILDREN'S BUREAU. Brief summary of the most important changes made by the legislatures of 1923 in child labor standards and in compulsory school attendance standards affecting the employment of minors, 1924.

U. S. CHILDREN'S BUREAU, "Child Labor: Outlines for Study." Bureau Publication No. 93, 1924.

U. S. CHILDREN'S BUREAU, "Standards and Problems Connected with the Issuance of Employment Certificates." Bureau Publication No. 116, 1923.

## COMPULSORY ARBITRATION OF LABOR DISPUTES IN PUBLIC UTILITIES

*Resolved:* That labor disputes in the public utilities should be settled by compulsory arbitration.

## REFERENCES

## BOOKS AND PAMPHLETS

BEMAN, L. T., "Enforcement of the Decisions of the Railway Labor Board." (Reference Shelf.) Wilson, 1923.

BEMAN, L. T., "Selected Articles on Compulsory Arbitration and Compulsory Investigation of Industrial Disputes." (Debaters' Handbook Series.) Wilson, 1920.

EWING, A. J., "Danger of the Kansas Court of Industrial Relations." (McCormick-Armstrong Press, Wichita, Kan., 1921.)

GOMPERS, S. G., and ALLEN, H. J., "Debate Between Samuel Gompers and Henry J. Allen." Dutton, 1920.

GOMPERS, SAMUEL, "Labor and the Common Welfare." Dutton, 1919.

JOHNSON, J. E., "Kansas Court of Industrial Relations." (Reference Shelf.) Wilson, 1922.

MERRITT, W. G., "History of the League for Industrial Rights." League for Industrial Rights, 165 Broadway, New York, 1925.

PHELPS, E. M., "University Debaters' Annual," 1916-1917. Wilson, 1917. "Compulsory Arbitration of Railroad Labor Disputes," pp. 99-146.

PHELPS, E. M., "University Debaters' Annual," 1917-1918. Wilson, 1918. "Compulsory Arbitration of Industrial Disputes," pp. 1-55; 147-191.

PHELPS, E. M., "University Debaters' Annual," 1919-1920. Wilson, 1920. "Compulsory Arbitration of Railway Labor Disputes; Compulsory Arbitration of Labor Disputes," pp. 155-191; 193-246.

PHELPS, E. M., "University Debaters' Annual," 1920-1921. Wilson, 1921. "Prohibition of Strikes in Essential Industries," pp. 141-197.

PHELPS, E. M., and JOHNSON, J. E., "University Debaters' Annual," 1922-1923. Wilson, 1923. "Compulsory Arbitration of Labor Disputes in Public Utilities," pp. 87-151.

PHELPS, E. M., "University Debaters' Annual," 1923-1924. Wilson, 1924. "Legal Status of Strikes," pp. 1-57.

U. S. BOARD OF MEDIATION AND CONCILIATION, "Report," 1913-1917. Government Printing Office, 1918.

U. S. BUREAU OF LABOR STATISTICS, Bulletin 233, "Operation of the Industrial Disputes Investigation Act of Canada," 1918.

U. S. DEPARTMENT OF LABOR, EMPLOYERS' INDUSTRIAL COMMISSION, "Report on British Labor Problems." Government Printing Office, 1919.

UNIVERSITY OF NORTH CAROLINA, BUREAU OF EXTENSION, "Compulsory Arbitration of Industrial Disputes." Chapel Hill, N. C., 1917.

WATKINS, G. S., "Introduction to the Study of Labor Problems." Crowell, 1922. "Adjustment of Industrial Disputes," pp. 415-448.

WEST, G. P., "Report on Colorado Strikes." U. S. Commission on Industrial Relations, Washington, D. C., 1915.

## GOVERNMENT OWNERSHIP OF COAL MINES

*Resolved:* That the Federal Government should own and operate the coal mines.

## REFERENCES

## BOOKS AND PAMPHLETS

BAUER, JOHN, "Effective Regulation of Public Utilities." Macmillan, 1925.

HEILMAN, R. E., "Government in Business." Illinois Chamber of Commerce, 10 S. LaSalle St., Chicago, Ill., 1925.

HOOVER, HERBERT, "Government Ownership." Secretary of Commerce, Washington, D. C., 1924.

## CLUBS

JOHNSEN, J. E., "Selected Articles on Government Ownership of Coal Mines." (Handbook Series.) Wilson, 1923.

ORCHARD, J. E., "A Proposal for Regulation of the Coal Industry." Reprinted from the *Quarterly Journal of Economics*. Harvard University Press, Cambridge, Mass.

PEARSON, P. M., "Intercollegiate Debates," Vol. 1. Hinds, Hayden & Eldredge. (c. 1909.) "Government Ownership of Coal Mines," pp. 435-457.

PHELPS, E. M., "University Debaters' Annual," 1919-1920. Wilson, 1920. "Government Ownership and Operation of Coal Mines," pp. 1-63.

PHELPS, E. M., "University Debaters' Annual," 1920-1921. Wilson, 1921. "Government Ownership and Operation of Coal Mines," pp. 240-294.

PHELPS, E. M., "University Debaters' Annual," 1921-1922. Wilson, 1922. "Government Ownership and Operation of Coal Mines," pp. 287-334.

PRATT, J. H., "Federal Control of Coal Mines an Economic Fallacy." Printed in Washington, D. C. (c. 1923.)

U. S. CHAMBER OF COMMERCE, "Anthracite Coal Situation as of December 1, 1925." Natural Resources Production Department. Chamber of Commerce of the United States, Washington, D. C., 1925.

## IMMIGRATION ACT OF 1924

*Resolved:* That the Immigration Act of 1924 embodies a sound permanent policy for the United States.

## REFERENCES

## BOOKS AND PAMPHLETS

BEARD, A. E. S., "Our Foreign-born Citizens." Crowell, 1922.

BUELL, R. L., "Japanese Immigration." World Peace Foundation, 40 Mt. Vernon St., Boston, 1924.

CLAGHORN, K. H., "Immigrant's Day in Court." Harper, New York, 1923.

GULICK, S. L., "Permanent Immigration Policy." National Committee for Constructive Immigration Legislation, 105 E. 22d St., New York, 1922.

JENKS, J. W., and LAUCK, W. J., "Immigration Problem." 5th ed. Funk & Wagnalls, 1924.

PHELPS, E. M., "Restriction of Immigration." (Reference Shelf.) Wilson, 1920.

PHELPS, E. M., "Selected Articles on Immigration." (Handbook Series.) Wilson, 1920.

TREVOR, J. B., "Analysis of the American Immigration Act of 1924." No. 202. International Conciliation. Carnegie Endowment for International Peace, 407 W. 117th St., New York, 1924.

UNIVERSITY OF NORTH CAROLINA, Extension Series No. 34. Chapel Hill, N. C., 1919.

## PERIODICALS

*American Mercury.* Vol. 4, pp. 459-462. April, 1925. "New Immigration Law."

*Congressional Digest.* Vol. 2, Nos. 10 and 11. July-August, 1923. "America and Her Immigrants."

*Forum.* Vol. 74, pp. 502-511. October, 1925. "This Nordic Nonsense."

*Harper.* Vol. 151, pp. 680-683. November, 1925. "Promised Land—Promised to Whom?"

*Journal of Social Forces.* Vol. 2, pp. 666-670. September, 1924. "Wanted—An American Policy."

*Journal of Sociology.* Vol. 30, pp. 29-48. July, 1924. "Statistics and the Immigration Problem."

*Literary Digest.* Vol. 87, pp. 12-13. October 10, 1925. "Immigration Stream Drying Up."

*Literary Digest.* Vol. 80, pp. 14-15. January 9, 1924. "New Immigration Plan."

*Monthly Labor Review.* Vol. 18, pp. 1-19. January, 1924. "Century of Immigration."

*Saturday Evening Post.* Vol. 198, p. 30. September 26, 1925. "Put the Bars Up Higher."

*Saturday Evening Post.* Vol. 196, p. 30. April, 1924. "They Want Unrestricted Immigration."

*Survey.* Vol. 53, pp. 441-444. January 15, 1925. "How the Immigration Law Works."

### JAPANESE EXCLUSION

*Resolved:* That the Immigration Act of 1924 should be amended to admit Japanese on the same basis as Europeans.

### REFERENCES

#### BOOKS AND PAMPHLETS

AMERICAN COMMITTEE FOR JUSTICE, "California and the Japanese." A compilation of arguments advertised in newspapers by the American Committee of Justice in opposition to the Alien Land Law. 1904 Adeline St., Oakland, Cal., 1920.

BUELL, R. L., "Japanese Immigration." World Peace Foundation, 40 Mt. Vernon St., Boston, 1924.

CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE, "Diplomatic Relations Between the United States and Japan," 1908-1924. International Conciliation. No. 211. 2 Jackson Place, Washington, 1925.

CITIZENS OF IDAHO, "Shall Japanese-Americans in Idaho Be Treated with Fairness and Justice or Not?" Boise, Idaho, 1921.

COMMONWEALTH CLUB OF CALIFORNIA, "Immigration and Population." Vol. 17, No. 8. San Francisco, 1922.

JAPANESE ASSOCIATION OF AMERICA, "Facts in the Caste." 144 Bush St., San Francisco.

JAPANESE ASSOCIATION OF AMERICA, "Statistics Relative to Japanese Immigration and the Japanese in California." 1921.

JOHNSEN, J. E., "Japanese Exclusion." (Reference Shelf.) Wilson, 1925.

McCLATCHY, V. S., "Japanese Immigration and Colonization," U. S. Senate. 67th Congress. 1st Session. Sen. Doc. 55. Government Printing Office, July 27, 1925.

PHELPS, E. M., "University Debaters' Annual," 1924-1925. Wilson, 1925. "Japanese Exclusion," pp. 75-119.

RAKER, J. E., "Japanese Exclusion." U. S. House. May 15, 1924. Government Printing Office.

REDFIELD, W. C., "Progress of Japanese Industry." U. S. 62 Congress. 2nd Session. House Doc. 758. Government Printing Office, 1912.

REELY, M. K., "Selected Articles on Immigration." (Debaters' Handbook Series.) Wilson, 1912. "Asiatic Immigration," pp. 247-321.

STEINER, J. F., "Japanese Invasion." McClure, Chicago, 1917.

### LEAGUE OF NATIONS

*Resolved:* That the United States should join the League of Nations.

### REFERENCES

#### BOOKS AND PAMPHLETS

AMERICAN ASSOCIATION FOR INTERNATIONAL CONCILIATION, "League of Nations." Special Bulletin. 407 W. 117th St., New York, 1919.

CROCKER, COURTENAY, "Chart of the League of Nations and of the Permanent Court of International Justice." World Peace Foundation, 40 Mt. Vernon St., Boston, 1925.

DICKINSON, G. L., "Choice Before Us." Dodd, Mead, 1917.

FISHER, IRVING, "League or War." Harper, 1923.

FOSDICK, R. B., "League of Nations After Three Years." League of Nations Non-Partisan Association, 15 W. 37th St., New York, 1923.

JOHNSON, J. E., "League of Nations." (Reference Shelf.) Wilson, 1924.

KAHN, O. H., "An International Banker's View of the League of Nations." Committee of American Business Men, 354 4th Ave., New York, 1923.

LEAGUE OF NATIONS NON-PARTISAN ASSOCIATION, "Covenant of the League of Nations." Pamphlet Series No. 1. 15 W. 37th St., New York, 1923.

OLD COLONY TRUST CO., "Lodge-Lowell Debate." 17 Court St., Boston, 1919.

PHELPS, E. M., and JOHNSON, J. E., "University Debaters' Annual," 1922-1923. Wilson, 1923. "League of Nations," pp. 283-329.

PHELPS, E. M., "Selected Articles on a League of Nations." (Handbook Series.) Wilson, 1919.

POTTER, P. M., "Myth of American Isolation, Our Policy of International Co-operation." World Peace Foundation, Boston, 1921.

SHORT, W. H., "The A B C of the Paris Covenant for a League of Nations." League to Enforce Peace, 130 W. 42d St., New York.

STANFIELD, THEODORE, "Coercive League Contrary to the Teachings of American History." American Peace Society, 613-614 Colorado Bldg., Washington, D. C.

TAFT, W. H., "America Can't Quit." League to Enforce Peace, New York, 1919.

THOMAS, NORMAN, "League of Nations and the Imperialist Principle." Foreign Policy Association, 3 W. 29th St., New York, 1923.

UNIVERSITY OF NORTH CAROLINA, "Extension Bulletin," Vol. 1, No. 8. "League of Nations," 1921.

WORLD PEACE FOUNDATION, "American Addresses by Lord Cecil." Vol. 5, No. 6. 40 Mt. Vernon St., Boston.

WORLD PEACE FOUNDATION, "Handbook on the League of Nations," 1920-1923. Vol. 5, No. 4, 1923.

"Yale University Versus Harvard University." League of Nations to Enforce Peace, 1917.

### LATIN AND GREEK IN HIGH SCHOOLS, TEACHING OF

*Resolved:* That a wise choice of studies in high school or college would include Latin or Greek.

### REFERENCES

#### BOOKS AND PAMPHLETS

BEMAN, L. T., "Selected Articles on the Study of Latin and Greek." (Handbook Series.) Wilson, 1921.

BENNETT, C. E. and BRISTOL, G. P., "Teaching of Latin and Greek in the Secondary School." Longmans, Green, 1901.

BENSON, A. C., "From a College Window." Smith, Elder & Co., London, 1906. "Education," pp. 30-42.

ELLIS, W. A., "Why Study Latin?" American Classical League, Princeton, N. J., 1920.

SHERMAN, S. P., "English and the Latin Question." Classical Association of the Middle West and South, 1912.

WEST, A. F., "Study of Latin." American Classical League, Princeton, N. J.

WISCONSIN PUBLICITY COMMITTEE, "Is High School Latin a Valuable Basis for Work in the University?" Madison, Wis.

## PERIODICALS

*Atlantic Monthly*. Vol. 124, pp. 47-53. July, 1919. "High Schools and Classics."

*Education*. Vol. 45, pp. 226-231. December, 1924. "Educational Value of Latin."

*Education*. Vol. 33, pp. 11-18. September, 1912. "Shall Latin Go?"

*Review of Reviews*. Vol. 71, p. 210. February, 1925. "Latin in American High Schools."

*School and Society*. Vol. 17, pp. 165-168. February 10, 1923. "Influence of First Year Latin Upon Ability to Read English."

*School and Society*. Vol. 17, pp. 82-84. January 10, 1923. "Influence of First Year Latin Upon Range in English Vocabulary."

*School and Society*. Vol. 17, pp. 129, 130. February 3, 1923. "Latin in the High School."

*World's Work*. Vol. 48, p. 469. September, 1924. "New Friends for the Classics."

## MONROE DOCTRINE

*Resolved*: That the Monroe Doctrine should be continued as part of the permanent foreign policy of the United States.

## REFERENCES

## BOOKS AND PAMPHLETS

AMERICAN ASSOCIATION FOR INTERNATIONAL CONCILIATION, "Centenary of the Monroe Doctrine; American Co-operation for World Peace." No. 194. 407 W. 117th St., New York, 1924.

ANGELL, J. B., "European Concert and the Monroe Doctrine." Ann Arbor University, Ann Arbor, Mich., 1905.

DOLE, C. F., "Right and Wrong of the Monroe Doctrine." World Peace Foundation, 40 Mt. Vernon St., Boston, 1912.

HART, A. B., "Monroe Doctrine; an Interpretation." Little, Brown, 1920.

MABIE, E. C., "University Debaters' Annual," 1914-1915. Wilson, 1915. "Monroe Doctrine," pp. 181-259.

NICHOLS, E. R., "Intercollegiate Debates." Vol. 5. Hinds, Hayden & Eldredge, c. 1915. "Abandonment of the Monroe Doctrine."

PHELPS, E. M., "Selected Articles on the Monroe Doctrine." 2d ed. (Debaters' Handbook Series.) Wilson, 1916.

PLUM, H. G., "Monroe Doctrine and the War." University of Iowa Extension Bulletin. 1st Series, No. 12. University of Iowa, Des Moines, Iowa, 1918.

SHERRILL, C. H., "South American Point of View." American Association for International Conciliation, New York.

UNIVERSITY OF OKLAHOMA, "Monroe Doctrine." University Extension Series, No. 28. Norman, Okla., 1916.

WILSON, G. G., "Monroe Doctrine After the War; European Background of the Monroe Doctrine; American Statements of Policy." World Peace Foundation, Boston, 1912.

## MOVING PICTURES, STATE CENSORSHIP OF

*Resolved*: That state censorship of moving pictures should be adopted in the United States.

## CLUBS

## REFERENCES

## BOOKS AND PAMPHLETS

ARNOLD, J. H., "Debaters' Guide." Handy Book Corporation, Harrisburg, Pa., c. 1923.  
 "Moving Pictures," pp. 311-312.

CANNON, L. H., "Motion Pictures: Laws, Ordinances and Regulations on Censorship, Minors and Other Related Subjects." Public Library, St. Louis, 1920.

LINDSAY, VACHEL, "Art of the Moving Picture." Macmillan, New York, c. 1922.

NATIONAL COUNCIL OF PUBLIC MORALS, Cinema Commission of Inquiry. "Cinema: Its Present Position and Future Possibilities." Williams and Norgate, London, 1917.

RUSSELL SAGE FOUNDATION, "Motion Pictures: A Selected Bibliography." Bulletin No. 54. 130 E. 22d St., New York, 1922.

RUTLAND, J. R., "State Censorship of Motion Pictures." (Reference Shelf.) Wilson, 1923.

U. S. LIBRARY OF CONGRESS, "List of References on the Moving Picture Industry." Washington, D. C., 1922.

YOUNG, D. R., "Motion Pictures, a Study in Social Legislation." Ph.D. thesis for University of Pennsylvania. Philadelphia, 1922.

## OPEN VERSUS CLOSED SHOP

*Resolved:* That the closed shop would benefit the American people as a whole.

## REFERENCES

## BOOKS AND PAMPHLETS

BEMAN, L. T., "Selected Articles on the Closed Shop." (Handbook Series.) Wilson, 1922.

DREW, WALTER, "Building and the Public." National Association of Manufacturers of the United States of America, 50 Church St., New York, 1922.

FURUSETH, ANDREW, and MERRITT, W. G., "Open Shop: a Debate." League for Industrial Rights, 165 Broadway, New York, 1921.

MERRITT, W. G., "Open Shop and Industrial Liberty." League for Industrial Rights, 165 Broadway, New York, 1922.

NATIONAL ASSOCIATION OF MANUFACTURERS, "Evidence in the Case for the Open Shop." 50 Church St., New York, 1923.

NATIONAL ASSOCIATION OF MANUFACTURERS, "Nation-wide Open Shop Success." Open Shop News Service, No. 2, New York.

NATIONAL ASSOCIATION OF MANUFACTURERS, "Open Shop Encyclopedia for Debaters." New York, 1921.

PEARSON, P. M., "Intercollegiate Debates." Vol. 3. Hinds, Hayden & Eldredge, c. 1912.  
 "Open vs. the Closed Shop," pp. 185-238.

PHELPS, E. M., "University Debaters' Annual," 1919-1920. Wilson, 1920. "Closed Shop," pp. 247-292.

PHELPS, E. M., "University Debaters' Annual," 1920-1921. Wilson, 1921. "Open Shop," pp. 1-53.

ROBBINS, E. C., "Open *versus* Closed Shop." (Debaters' Handbook Series.) Wilson, 1912.

STATE UNIVERSITY OF IOWA, "Fourth Intercollegiate Debate," 1910-1911. Wilson.

UNIVERSITY OF TEXAS, "Open Shop *vs.* Closed Shop." University Interscholastic League, Austin, Texas, 1918.

ZIMAND, SAVEL, "Open Shop Drive." Bureau of Industrial Research, New York, c. 1921.

## ORGANIZED LABOR IN POLITICS

*Resolved:* That organized labor should enter politics as a separate party.

## REFERENCES

## BOOKS AND PAMPHLETS

BEARD, M. R., "Short History of the American Labor Movement." Harcourt, Brace, 1920.

BLOOMFIELD, DANIEL, "Modern Industrial Movements." (Handbook Series.) Wilson, 1919. "Labor Parties," pp. 313-329.

GOMPERS, SAMUEL, "Labor and the Common Welfare." Dutton, 1919.

HAYNES, F. E., "Third Party Movements." State Historical Society of Iowa, Iowa City, Iowa, 1916.

HODGSON, J. G., "Labor Party for the U. S." (Reference Shelf.) Wilson, 1925.

LOWELL, A. L., "Public Opinion in War and Peace." Harvard University Press, Cambridge, Mass., 1923.

MACY, JESSE, "Party Organization and Machinery." Century, 1904.

PHELPS, E. M., and JOHNSEN, J. E., "University Debaters' Annual," 1922-1923. Wilson, 1923. "Organized Labor in Politics," pp. 331-373.

PHELPS, E. M., "University Debaters' Annual," 1923-1924. Wilson, 1924. "Conservative and Library Parties for the U. S.," pp. 283-314.

WATKINS, G. S., "Introduction to the Study of Labor Problems." Crowell, 1922.

## PERMANENT COURT OF INTERNATIONAL JUSTICE

*Resolved:* That the United States should enter the World Court.

## REFERENCES

## BOOKS AND PAMPHLETS

AMERICAN PEACE AWARD, "World Court." Bulletin No. 1. 565 Fifth Ave., New York. "Congressional Digest." Vol. 2, No. 8. "World Court Proposal." May, 1923. Munsey Bldg., Washington, D. C.

FEDERAL COUNCIL OF THE CHURCHES OF CHRIST IN AMERICA, "Call for the Observance of World Court Week." 105 E. 22nd St., New York, 1923.

FISHER, IRVING, "America's Interest in World Peace." Funk & Wagnalls. (c. 1924.)

HUDSON, M. O., "Permanent Court of International Justice—Shall the U. S. Support It?" League of Nations Non-Partisan Association, 15 W. 37th St., New York, 1923.

HUDSON, M. O., "Work of the Permanent Court of International Justice During Its First Three Years." Vol. 8, No. 7. World Peace Foundation, 40 Mt. Vernon St., Boston, Mass., 1925.

HUGHES, C. E., "Permanent Court of International Justice: an Address Delivered Before the American Society of International Law at Washington, D. C., April 27, 1923." Government Printing Office, 1923.

JOHNSEN, J. E., "Permanent Court of International Justice." (Reference Shelf.) Wilson, 1924.

LEAGUE OF NATIONS, "Handbook of the League of Nations," 1920-1923. Vol. 5, No. 4. World Peace Foundation, 40 Mt. Vernon St., Boston, Mass., 1923. "Permanent Court of International Justice," pp. 323-332.

MOORE, J. B., "Permanent Court of International Justice." No. 197. American Association for International Conciliation, 407 W. 117th St., New York, 1924.

PHELPS, E. M., "University Debaters' Annual," 1923-1924. Wilson, 1924. "Permanent Court of International Justice," pp. 315-358.

## CLUBS

SOCIETY TO ELIMINATE ECONOMIC CAUSES OF WAR, "Advisory Opinions of the Permanent Court of International Justice." Vol. 9, Nos. 3 and 4. Wellesley, Mass., 1925.

U. S. CHAMBER OF COMMERCE, "Adherence of the U. S. Government to the Permanent Court of International Justice." Washington, D. C., 1923.

U. S. HOUSE, "Favoring Membership of the U. S. in the Permanent Court of International Justice." 68th Congress, 2nd Session. Report 1569. February 24, 1925.

U. S. SENATE, "Organization of the World for Peace: a Plan by Which the U. S. May Co-operate with Other Nations to Achieve and Preserve the Peace of the World," by Chandler P. Anderson. 68th Congress, 1st Session. Document 107. Government Printing Office, 1924.

U. S. SENATE, "Permanent Court of International Justice: Message from the President of the United States transmitting a letter from the Secretary of State, Asking for the Consent of the Senate to the Adhesion of the United States to the Protocol." 67th Congress, 4th Session. Document 309.

## PHILIPPINE INDEPENDENCE

*Resolved:* That the Philippines should be granted immediate independence.

## REFERENCES

## BOOKS AND PAMPHLETS

Asia. Vol. 21, No. 11. Philippine number. November, 1921. Asia Publishing Co., Concord, N. H.

BRUCE, R., "Views of the American Press on the Philippines." Esty, New York, 1899.

Congressional Digest. Vol. 3, No. 7. "Immediate Philippine Independence—Pro and Con." April, 1924. Munsey Building, Washington.

JOHNSON, J. E., "Independence for the Philippines." (Reference Shelf.) Wilson, 1924.

JONES, W. A., "Philippine Independence: Speech in House of Representatives." May 1, 1916. Government Printing Office.

KING, E. J., "Appointed Hour Is Here; Let the Philippines Be Free: Remarks in House of Representatives." February 7, 1921. Government Printing Office.

MELENCO, J. P., "Arguments Against Philippine Independence and Their Answers." Philippine Press Bureau, Washington, 1917.

MILLER, C. B., "Philippine Facts and Independence Theory; Speech in the House of Representatives." April 21, 1914. Government Printing Office, 1914.

NICHOLS, E. R., "Intercollegiate Debates." Vol. 5. Hinds, Hayden & Eldredge, New York. (c. 1915.) "Independence for the Philippines," pp. 221-277.

PHELPS, E. M., "University Debaters' Annual," 1921-1922. Wilson, 1922. "Independence for the Philippines," pp. 157-204.

QUEZON, MANUEL, "Filipino People Ask Justice; Speech in House of Representatives." February 13, 1913. Government Printing Office.

RINGWALT, R. C., "Briefs on Public Questions." Longmans Green, 1908. "Retention of the Philippines," pp. 75-83.

U. S. SENATE, "Government of the Philippines. Special Report of Brig.-Gen. Frank McIntyre, U. S. Army, on the Philippine Question." 64th Congress, 1st Session. Document 242. 1916.

WELSH, HERBERT, "Other Man's Country." Lippincott, 1900.

WORCESTER, D. C., "Philippines, Past and Present." Macmillan, 1921.

## RECOGNITION OF THE PRESENT GOVERNMENT OF RUSSIA

*Resolved:* That the U. S. should recognize the present government of Russia.

## REFERENCES

## BOOKS AND PAMPHLETS

AMERICAN BANKERS ASSOCIATION, "Russia: a Consideration of Conditions as Revealed by Soviet Publications." Commission on Commerce and Marine. American Bankers Association, New York.

FRANCIS, D. R., "Russia from the American Embassy, April, 1916-November, 1918." Scribner, 1921.

GOODRICH, J. P., "Evolution of Soviet Russia." American Association for International Conciliation, 407 W. 117th St., New York, 1923.

HODGSON, J. G., "Recognition of Soviet Russia." (Reference Shelf.) Wilson, 1925.

MILIUKOV, P. N., "Russia and England." Russian Liberation Committee, 173 Fleet St., E. C. 4., London, Eng. (1919?)

MILIUKOV, P. N., "Russia, To-day and To-morrow." Macmillan, 1922.

PHELPS, E. M., "University Debaters' Annual," 1921-1922. Wilson, 1922. "Recognition of Soviet Russia," pp. 205-249.

PHELPS, E. M., "University Debaters' Annual," 1923-1924. Wilson, 1924. "Recognition of the Present Russian Government," pp. 363-406.

ROSS, E. A., "Russian Soviet Republic." Century. (c. 1923.)

RUSSELL, C. E., "Bolshevism and the U. S." Bobbs-Merrill, Indianapolis. (c. 1919.)

RUSSELL, C. E., "Unchained Russia." Appleton, 1918.

RUSSIAN GOVERNMENT BUREAU, "Labor Laws of Soviet Russia." (Soviet Russia Pamphlets, No. 1.) Russian Soviet Government Bureau, New York, 1920.

SACK, A. J., "Birth of Russian Democracy." Russian Information Bureau, Woolworth Bldg, New York. (c. 1918.)

SPARCO, JOHN, "Bolshevism, the Enemy of Political and Industrial Democracy." Harper. (c. 1919.)

SPEWACK, SAMUEL, "Red Russia Revealed." The *World*, New York, 1923.

## RESTRICTION OF FEDERAL SUPREME COURT

*Resolved:* That the power of the Federal Supreme Court to declare statutes unconstitutional should be restricted.

## REFERENCES

## BOOKS AND PAMPHLETS

BEARD, C. A., "Supreme Court and the Constitution." Macmillan, 1912.

CORWIN, E. S., "John Marshall and the Constitution." (Chronicles of America Series.) Yale University Press, 1919.

ETTRUDE, D. J., "Power of Congress to Nullify Supreme Court Decisions." (Reference Shelf.) Wilson, 1924.

MC LAUGHLIN, A. C., "Courts, the Constitution, and Parties." University of Chicago Press, 1912.

PHELPS, E. M., "Selected Articles on the Recall." (Debaters' Handbook Series.) Wilson, 1913.

PHELPS, E. M., and JOHNSEN, J. E., "University Debaters' Annual," 1922-1923. Wilson, 1923. "Restriction of Power of Federal Supreme Court to Declare Statutes Unconstitutional," pp. 375-422.

PHELPS, E. M., "University Debaters' Annual," 1923-1924. Wilson, 1924. "Limitation of the Powers of the Supreme Court," pp. 157-196.

ROE, G. E., "Our Judicial Oligarchy." Huebsch, 1912.

## SUFFRAGE, EDUCATIONAL QUALIFICATION FOR

*Resolved:* That suffrage should be restricted by an educational qualification in the United States.

## REFERENCES

## BOOKS AND PAMPHLETS

BRADFORD, GAMALIEL, "Lessons of Popular Government." Macmillan, 1899. "Universal Suffrage." Vol. 1, pp. 1-14.

CRUICKSHANK, A. B., "Popular Misgovernment in the U. S." Moffat, Yard & Co., New York, 1920.

ELIOT, C. W., "American Contributions to Civilization." Century, 1897. "Five American Contributions to Civilization," pp. 1-35.

PEARSON, P. M., "Intercollegiate Debates." Vol. 1. Hinds, Hayden & Eldredge. (c. 1909.) "Educational Qualifications," pp. 241-258.

PLEASANT, R. G., "Intellectuality as the Basis for Suffrage." 1921.

PORTER, K. H., "History of Suffrage in the United States." University of Chicago Press, Chicago, 1918.

RINGWALT, R. C., "Briefs on Public Debates." Longmans, Green, 1905. "Educational Qualifications for Suffrage," pp. 25-30.

SHALER, N. S., "The Citizen." A. S. Barnes, New York, 1904. "Universal Suffrage," pp. 206-215.

SHURTER, E. D., and TAYLOR, C. C., "Both Sides of 100 Public Questions." Hinds, Hayden & Eldredge. (c. 1913.) "Educational Suffrage Qualifications," pp. 114-116.

## UNEMPLOYMENT INSURANCE

*Resolved:* That the British system of unemployment insurance should be adopted by the United States.

## REFERENCES

## BOOKS AND PAMPHLETS

ANDREWS, J. B., "Reducing Unemployment by Planning Public Works." Reprinted from *National Municipal Review*. Vol. 10, No. 4, April, 1921. N. A. Bldg., Philadelphia.

DRAPER, E. G., "Unemployment." Reprinted from *New York Times*, September 11, 1921.

JOHNSON, J. E., "Selected Articles on Unemployment." (Debaters' Handbook Series.) Wilson, 1921.

JOHNSON, J. E., "Social Insurance." (Handbook Series.) Wilson, 1922. "Unemployment Insurance," pp. 297-336.

KLEIN, PHILIP, "Burden of Unemployment: a Study of Unemployment Relief Measures in Fifteen American Cities." Russell Sage Foundation, 1923.

NATIONAL INDUSTRIAL CONFERENCE BOARD, "Unemployment Insurance in Theory and Practice." (Research Report No. 5.) Century, 1922.

PHelps, E. M., and JOHNSON, J. E., "University Debaters' Annual," 1922-1923. Wilson, 1923. "Unemployment Insurance," pp. 1-52.

Survey. Vol. 45, No. 19. Feb. 5, 1921. Section 2. "How to Meet Hard Times: a Program for the Prevention and Relief of Abnormal Unemployment."

U. S. DEPARTMENT OF LABOR, CHILDREN'S BUREAU, "Unemployment and Child Welfare: a Study Made in a Middle-Western and Eastern City During the Industrial Depression of 1921 and 1922." Bureau Publication No. 125. Government Printing Office, 1923.

UNIVERSITY OF WISCONSIN, UNIVERSITY EXTENSION DIVISION, "Unemployment Insurance." Serial No. 1243, General Series No. 1024. Madison Wis.

### UNIFORM MARRIAGE AND DIVORCE LAWS

*Resolved:* That an amendment to the United States Constitution should be adopted giving Congress power to establish and enforce by appropriate legislation uniform laws as to marriage and divorce.

#### REFERENCES

##### BOOKS AND PAMPHLETS

ADLER, FELIX, "Marriage and Divorce." McClure Phillips, New York, 1905.

BROOKINGS, W. D., and RINGWALT, R. C., "Briefs for Debate." Longmans, Green, 1919. "State Control of Divorce," pp. 142-144.

Gwynne, WALKER, "Divorce in America Under State and Church." Macmillan, 1925.

JOHNSON, J. E., "Selected Articles on Marriage and Divorce." (Handbook Series.) Wilson, 1925.

PHELPS, E. M., "University Debaters' Annual," 1924-1925. Wilson, 1925. "Uniform Marriage and Divorce Laws," pp. 121-173.

RINGWALT, R. C., "Briefs on Public Questions." Longmans, Green, 1905. "A Federal Divorce Law," pp. 194-201.

SHURTER, E. D., and TAYLOR, C. C., "Both Sides of 100 Public Questions." Hinds, Hayden and Eldredge. (c. 1913.) "Marriage and Divorce Laws," pp. 12-13.

U. S. BUREAU OF THE CENSUS, "Marriage and Divorce, 1916." Government Printing Office, 1919.

WOOLSEY, T. D., "Divorce and Divorce Legislation, Especially in the U. S." Scribner, 1882.

"World Almanac for 1925." New York *World*, 53-63 Park Row, New York. (c. 1925.) "United States—Marriage and Divorce Laws," pp. 211-213.

WRIGHT, C. D., "Outline of Practical Sociology." Longmans, Green, 1902. "Marriage and Divorce," pp. 151-176.

### VOLSTEAD ACT, MODIFICATION OF

*Resolved:* That the federal government should legalize the manufacture and sale of light wine and beer.

#### REFERENCES

##### BOOKS AND PAMPHLETS

BEMAN, L. T., "Selected Articles on Prohibition: Modification of the Volstead Law." (Handbook Series.) Wilson, 1924.

BEMAN, L. T., "Selected Articles on Prohibition of the Liquor Traffic." (Debaters' Handbook Series.) Wilson, 1915.

Congressional Digest. Vol 4, No. 1. "Federal Government and Prohibition." October, 1924. Munsey Building, Washington, D. C.

FARNUM, H. W., "Confessions of a Prohibitionist." Connecticut Federation of Churches, 27 Lewis St., Hartford, Conn., 1923.

FEDERAL COUNCIL OF THE CHURCHES OF CHRIST IN AMERICA, DEPARTMENT OF RESEARCH AND EDUCATION, "Prohibition Situation." *Bulletin No. 5.* New York, 1925.

FRANKLIN, FABIAN, "What Prohibition Has Done to America." Harcourt, Brace. (c. 1922.)

GONSER, J., "Alcohol and Crime." International Series No. 12. American Issue Publishing Co., Westerville, Ohio.

MANUFACTURERS RECORD PUBLISHING CO., "Slanders Against Prohibitionists Refuted." Baltimore, Md., 1925.

NATIONAL WHOLESALE LIQUOR DEALERS' ASSOCIATION OF AMERICA, "Anti-Prohibition Manual." 301 United Bank Bldg., Cincinnati, O., 1915.

PECK, G. W., "Prohibition Question: a Study of Its Results in Kentucky, Tennessee, Georgia, Oklahoma, Alabama, Louisiana, Texas, North Dakota and Maine." N.d.

PHELPS, E. M., and JOHNSON, J. E., "University Debaters' Annual," 1922-1923. Wilson, 1923. "Light Wines and Beer," pp. 191-235.

PHELPS, E. M., "University Debaters' Annual," 1924-1925. Wilson, 1925. "Amendment of the Volstead Act," pp. 321-366.

"Reference Shelf." Vol. 1, No. 11. "Repeal of the Prohibition Amendment: a Debate Between Ransom H. Gillett and John H. Holmes." Wilson, 1923.

STARLING, E. H., "Action of Alcohol on Man." Longmans, Green, 1923.

TRANSEAU, E. L., "Army Experience with Drink," American Issue Publishing Co., Westerville, Ohio.

VANDERVELDS, EMILE, "Attitude of the Socialist Party Toward the Alcohol Question." International Series No. 4. American Issue Publishing Co., 1915.

WILLIAMS COLLEGE, "National Prohibition: A Debate."

WOOLLEY, J. G., "Hundred Years of Temperance." American Issue Publishing Co., Westerville, Ohio, 1908.

WORLD LEAGUE AGAINST ALCOHOLISM, "Saloon Survey of New York City: Changes in Saloon Property After the First Three Years and After Five Years of Prohibition." Westerville, Ohio. (1924?)

#### SUGGESTIVE PROGRAMS FOR HIGH SCHOOL LITERARY SOCIETIES

*CAMPING OUT.* Reading: "Living in Tents," Van Dyke, Henry. Paper: "Life of John Muir." Demonstration: Tent-pitching, by local Boy Scouts.

*CHRISTMAS.* Christmas Carols: Glee Club. Reading: "Christmas Present for a Lady," Kelly, Myra. Play: "Christmas Chime," Cameron, Margaret (French, New York, c. 1910).

*COLLEGE EDUCATION.* Declamation: "Universal Education," Aycock, C. B. Debate: "Academic Freedom." Paper: "Working Your Way Through College."

*INDIAN PROGRAM.* Song: "Indian Love-Call," Rose Marie. Reading: "O-So-Ah, The Tall Pine, Speaks," "Myths and Legends" of the N. Y. State Museum *Bulletin No. 125*. Play: "Glory of the Morning," Leonard (Wisconsin Plays, 1st Series, Huebsch, New York, 1919).

*MODERN AGE.* High School Band or Orchestra: Selection of Jazz Music. Paper: "Younger Generation Speaking for Itself." Reading: "Their Last Ride Together," Cooke, M. B. (Modern Dialogues, Sergel, New York, c. 1903).

*MOVING PICTURES.* "Moving Picture Take-Off," Ferris, Helen ("Producing Amateur Entertainments," p. 49. Dutton, New York, c. 1921). Debate: "State Censorship of Moving Pictures."

*PIONEERS OF TO-DAY.* Paper: "A Twentieth Century Gold Rush!" (Florida). Reading: "Gladstone's Manhood," Lord Roseberry. Paper: "First Trip Around the World by Air."

*PRESS IN THE UNITED STATES.* Paper: "Journalism as a Vocation." Debate: "Suppression of the Foreign Press in the U. S." Paper: "What the Public Wants in a Newspaper."

*RURAL LIFE.* Reading: "Duty of the South to the Country Boy," Maddry, C. E. Paper: "Why Young People Are Leaving the Country To-day." Impromptu Debate: "City vs. Country Life."

**SCIENCE.** Demonstration: How to install a radio. Paper: "Superpower—What It Is and What It May Accomplish." Debate: "Need for Development of Military Aviation in the U. S."

**SPORTS AND ATHLETICS.** Reading: "Mr. Dooley on Football." Open-Forum Discussion: "Intercollegiate *vs.* Intramural Athletics." Paper: "Contribution of Walter Camp to Sports."

**TRAVEL.** School Band or Orchestra: "Musical Voyage," Ferris, Helen ("Producing Amateur Entertainments," pp. 103-104. Dutton, New York, c. 1921). Paper: "Three Interesting American Cities—New York, New Orleans, Charleston."

**WOMEN.** Debate: "Women—Equal Pay for Equal Work." Joint Reading (a boy and a girl): "Isn't That Just Like a Man?" Rinehart, M. R., and "Oh, Well, You Know How Women Are," Cobb, I. R. (*American Magazine*. Vol. 88, pp. 10-11, 12-13. October, 1919).

Suggested material is given along other lines of literary society practices. This material may be found in general encyclopedias, histories, literary works, and the like. The material is only suggestive. There are many topics available.

### SUGGESTED READINGS AND ORATIONS

#### READINGS AND RECITATIONS (HUMOROUS)

Abandoned Elopement—Joseph C. Lincoln.

Americanization of Andre Francois—Stella W. Herron.

Animated Hat—F. M. Eastland.

Annexation of Cuba—Alice Hegan Rice.

April the Twenty-Fifth, As Usual—Edna Ferber.

Baby at Rudder Grange—Frank R. Stockton.

Bear Story (poem)—James W. Riley.

Billy Brod and the Big Lie—Ellis P. Butler.

Boogah Man (poem)—Paul L. Dunbar.

By Courier—O. Henry.

By Telephone—Brander Matthews.

Corn-Stalk Fiddle (poem)—Paul L. Dunbar.

Dancing School and Dicky—Josephine D. Daskam.

Day Off—Alice Brown.

Emmy Lou—George Martin.

For Love of Mary Ellen—Eleanor H. Brainard.

Gift of Tact—Charles B. Loomis.

How Tom Sawyer Whitewashed His Fence—Mark Twain.

In Loco Parentis—Myra Kelly.

Joint Owners in Spain—Alice Brown.

Little Feminine Casabianca—George Martin.

Little Gentlemen—Booth Tarkington.

Model Story in Kindergarten—Josephine D. Daskam.

Mustard Plaster—Howard Fielding.

Patron of Art—Margaret Cameron.

Penrod's Busy Day—Booth Tarkington.

Play's the Thing—George Martin.

Post That Fitted—Rudyard Kipling.

Punishment of Robert—Wilbur D. Nesbit.

Race for the Widow—Joseph C. Lincoln.

Unexpected Guests—Margaret Cameron.

Very Lilac One—Anonymous.

When Patty Went to College (Crash Without)—Jean Webster.

Willie's Dress Suit—Booth Tarkington.

## READINGS AND RECITATIONS (DRAMATIC)

Angel and the Shepherd—Lew Wallace.  
 Answer to Burgundy—Justin H. McCarthy.  
 Call of the Wild—Jack London.  
 Dolores Defies the King—Marion Crawford.  
 Fuzzy Wuzzy (poem)—Rudyard Kipling.  
 Gentleman! the King!—Robert Barr.  
 Heart of Old Hickory—Will Allen Dromgoole.  
 Highwayman, The (poem)—Alfred Noyes  
 His Majesty the King—Rudyard Kipling  
 Madame X—Anonymous.  
 Man in the Shadow—Richard W. Child.  
 Man with One Talent—Richard Harding Davis.  
 My Disreputable Friend, Mr. Raegan—Richard Harding Davis.  
 Piper, The—Josephine Preston Peabody.  
 Set of Turquoise—Thomas Bailey Aldrich.  
 Soul of the Violin—Margaret Merrill.  
 Three Things—Mary R. S. Andrews.  
 Whistling Mother—Grace Richmond.  
 Witching Hour—Augustus Thomas.

## READINGS AND RECITATIONS (INSPIRATIONAL)

House by the Side of the Road (poem)—Sam W. Foss.  
 Humoresque—Henry van Dyke.  
 If (poem)—Rudyard Kipling.  
 In Flanders Field (poem)—John McCrae.  
 Jean Valjean and the Bishop—Victor Hugo.  
 Man of Sorrows—Winston Churchill.  
 Mansion, The—Henry van Dyke.  
 Service Flag (poem)—William Herschell.  
 Slow Man—Ernest Poole.

## DECLAMATIONS AND ORATIONS (ONE TO FIVE MINUTES)

Americanism—Henry Cabot Lodge.  
 Americanism—Theodore Roosevelt.  
 Black Horse and His Rider—Charles Sheppard.  
 Burial of the Unknown Soldier—Warren Harding.  
 Character—William Jennings Bryan.  
 Death-Bed of Benedict Arnold—George Lippard.  
 Declaration of Independence—Carl Schurz.  
 Democracy of Tomorrow—Frederick C. Howe.  
 Duty of the South to the Country Boy—Charles E. Maddry.  
 Equality of Opportunity—Henry van Dyke.  
 Fear God and Take Your Own Part—Theodore Roosevelt.  
 Flag on the Fighting Line—Theodore Roosevelt.  
 Flag We Follow—Woodrow Wilson.  
 Gettysburg Address—Abraham Lincoln.  
 Home, The (Homes of the People)—Henry W. Grady.  
 Idols and Ideals—Max Loeb.  
 Invisible Heroes—Henry Ward Beecher.  
 Makers of the Flag—Franklin K. Lane.  
 Message to Garcia—Elbert Hubbard.

Minute Man of the Revolution—George W. Curtis.  
 National Flag—Henry Ward Beecher.  
 New South—Henry W. Grady.  
 Patriotism—Lyman Abbot.  
 Rights of Men—W. A. Northcut.  
 Two Spies, André and Hale—Chauncey Depew.  
 Unknown Speaker—George Lippard.  
 Universal Education—Charles B. Aycock.

#### DECLAMATIONS AND ORATIONS (FIVE TO FIFTEEN MINUTES)

American Spirit—Franklin K. Lane.  
 America First—Woodrow Wilson.  
 America's Uncrowned Queen—Homer T. Wilson.  
 Death-Bed of Benedict Arnold—George Lippard.  
 Faith That Is in Us—Winthrop Talbot.  
 Lafayette, We Have Come—Anonymous.  
 Liberty or Death (Call to Arms)—Patrick Henry.  
 Turk Must Go—Harry Ward.  
 War and the Future—John Masefield.  
 War Message, April 2, 1917—Woodrow Wilson.

#### SUGGESTED ESSAY TOPICS

American and British Sports.  
 Cartoons as an Aspect of American Humor.  
 Community Drama.  
 Consolidation of Schools.  
 Improvement of School Grounds.  
 Jazz: Its Relation to Music and Modern Life.  
 The Need for Federal Supervision of Natural Resources.  
 The Novel Printed and Filmed.  
 Our National Parks.  
 The Reason for Fashion in Dress.  
 The School as a Community Center.  
 Secret Societies in High Schools and Colleges.  
 State Resources.  
 The Story of the Flag.  
 Summer Camps.  
 Vocations: Law; medicine; farming; the ministry; advertising; teaching; library work; nursing; interior decorating.  
 What the Public Demands in a Newspaper.  
 Why Young People Are Leaving the Country.  
 Wild Birds and Their Ways.  
 Working Your Way Through College.  
 The Younger Generation Speaking for Itself.

#### SUGGESTED BIOGRAPHIES

Jane Addams.	John Burroughs.
Lady Nancy Astor.	Madame Marie Curie.
Barrymore Family.	Thomas A. Edison.
Alexander Graham Bell.	Ferdinand Foch.
Luther Burbank.	Zane Gray.

Herbert Hoover.	Ignace Paderewski.
William H. Hudson.	Theodore Roosevelt
Joan of Arc.	Booth Tarkington.
Helen Keller.	George Washington.
Robert E. Lee.	Woodrow Wilson.
Abraham Lincoln.	Louis Pasteur.
Lloyd George.	Ramsay MacDonald.
Edward MacDowell.	Vladimir Lenin.
Mayo Brothers.	Walter Hines Page.
John Muir.	George Bernard Shaw.
Alfred Nobel.	George P. Steinmetz.
O. Henry.	James A. M. Whistler.

### SOME MODERN PROBLEMS AND TOPICS OF CURRENT INTEREST

American Isolation.	Ku Klux Klan.
Child Labor in the United States.	Muscle Shoals.
County Government in States.	Negro Migration from the South.
Dawes Plan.	Peace and Peace Courts.
Divorce Problem.	Prison Reform.
Excavation in Egypt.	Prohibition.
Japanese Exclusion.	Recognition of Russia.

### OPEN FORUM DISCUSSIONS

The topics given below have been taken from the list of debates and are suggested as open forum or general class discussions. Since they touch on the experience of the students and will call for an individual reaction, they should be easily adapted to this purpose. Furthermore, if this use is made of these subjects there will be an opportunity to practice the laws of parliamentary usage.

Co-education in Colleges.
College Entrance Examinations and Requirements (including the question, Who Shall Go to College?).
High School Athletics: Inter- and Intra-scholastic.
High School Publications.
Relative Advantages of Small and Large Colleges.
Student Self-Government and the Honor System in High Schools.
Value of a College Education.

## TOPIC 7

### DRAMATICS

Aims  
Suggestions  
Full Length Plays  
One Act Plays  
Plays for Public Performance  
Books on Dramatic Production  
Make-Up, Costumes, Scenery



## TOPIC 7

### DRAMATICS

The Dramatic Association or Club is always one of the outstanding school organizations. Its formation, plan of organization, and essentials in activity, are about the same as for any club. Therefore, what has been written about "Club Life" in a general way may have specific application here. Like the Literary Society and the Athletic Association there are special activities that need attention. It is often true that certain trends develop out of dramatic activities which should not exist. Attempting professional plays beyond the reach of student ability, too much cut and dried coaching, over emphasis given to raising money from ticket sales, and the tendency to overdo the individual "star" publicity, offer striking illustrations. Where these tendencies exist changes should be made.

There are so many wholesome advantages to be derived from dramatic activities. In a class report on Dramatics offered by students in Education 289—Extra-Curricular Activities—1923-4, Teachers College, Columbia University, N. Y., a list of the desirable outcomes were presented. The report stresses the following incentives that should guide the dramatic leader:

1. Command of Fundamental Processes.
  - (a) Enunciation and Pronunciation.
  - (b) Effective Written Expression.
2. Citizenship.
  - (a) Ability and Willingness to Accept Responsibility.
  - (b) Practice in Co-operation.
  - (c) Willingness to Subordinate One's Own Interests to the Interests of a Group.
3. Worthy Use of Leisure.
  - (a) Appreciation of Literature.
  - (b) Habit of Participation in Community Activities.
  - (c) Ability to Present Matters of Common Interest in Dramatic Form.
4. Personal Habits and Attitudes.
  - (a) An Active Imagination.
  - (b) Escape from Stereotyped Ways of Thinking.
  - (c) Self Control.
  - (d) Development of Special Talents for Dramatic Composition and Interpretation.
  - (e) Substitution of Confidence, Grace, Courtesy, etc., for Shyness, Awkwardness, and Ill-breeding.

## SUGGESTIONS

1. Encourage the club to engage in one activity within its ability and do this well.
2. Develop original play writing. A story of local folk-ways will be interesting material. There is an abundance of material in the local environment.
3. Try to have a large number participate in these activities. Attempt to make it a mass expression just as in athletics.
4. Do not overemphasize the "Star" conception. Many students have been spoiled by such procedure. Encourage individual development to the fullest, but let reason guide the development.
5. While a coach is essential, endeavor to allow student direction and initiative. Develop a keen sense of responsibility.
6. Discourage long drawn out rehearsals, both in the matter of time in practice and time in performing. Too much time is lost this way. Plan the time. Judge student ability to learn. Have intensive and enthusiastic rehearsals.
7. It is all right to charge for plays, but the trend to make this the big idea should be discouraged. The community will be glad to pay for a good performance. Let the chief motive be in the acting, not in the ticket receipts. Plays are used to pay for many things and the players should be sure of a worthy performance to justify community support.
8. Where admissions are charged try to make them as reasonable as possible. The dramatic production is a product of school life and the whole school should receive the benefits.
9. Some students may be anxious to engage in play activity but find the time and cost elements too high. Satisfy these desires through participation in Assembly programs, and the like.
10. Cultivate the making of scenery and costumes. The opportunities for project teaching are numerous here. There is also much helpful material for such work.
11. Carefully work out the details of production. See that all phases of the play are cared for and insist on prompt action, especially as regards time.
12. Study the values that you feel should come to the student or the group. Try to find them at work through daily activities.
13. Cultivate the fine art of proper behavior in audiences. This is needed. Through practical and tactful ways see that the student body knows proper forms of conduct in public gatherings.
14. Make the work in Dramatics pleasant and joyful. The re-



*Top*—Willie tries on his father's dress suit—a scene from Tarkington's "Seventeen."

*Bottom*—A scene from the play—"The Goose Hangs High."

Both of these plays were produced by the Central High School, Charlotte, N. C., under the direction of Miss Ethel T. Rockwell—Bureau of Community Drama, Extension Division, University of North Carolina. The stage settings were made by the art and manual training departments of the High School.

hearsals and the work involved in production should create happiness. The best results will come in this way.

### PLAYS FOR HIGH SCHOOL PRODUCTION

The lists presented were compiled by Miss Ethel T. Rockwell, State Representative of the Bureau of Community Drama, University of North Carolina, Chapel Hill, N. C.

#### FULL LENGTH PLAYS

BURBANK: "Anne of Old Salem." 5 m. 8 f. (Introduces Cotton Mather and deals with love and witchcraft.) Dramatic Publishing Co.

CHILD (Editor): "Everyman." (A morality play.) 5 m. 12 f. extras. (Supplements English Literature—also excellent church play.) Houghton Mifflin.

DICKENS: "The Cricket on the Hearth." 6 m. 7 f. (A beautiful, humorous play.) French.

DIX: "Rose o' Plymouth Town." (A Pilgrim play.) 4 m. 4 f. (Charming romantic comedy.) Dramatic Publishing Co.

FITCH: "Nathan Hale." 15 m. 4 f. (Excellent patriotic play of Revolutionary times.) French.

FRANCE: "The Man Who Married a Dumb Wife." 7 m. 2 f. (Uproarious farce.) Lane.

GARNETT: "Master Will of Stratford." 10 principals, 20 or more minor characters. (Excellent presentation of Shakespeare as a boy.) Macmillan.

GILLETTE: "Secret Service." 14 m. 5 f. (An exciting romance of the Civil War centering in Richmond.) French.

HOLBROOK (Translator): "Master Pierre Patelin." 5 m. 1 f. (Excellent old French farce.) Baker.

ISHAM and MARCIN: "Three Live Ghosts." 6 m. 2 f. (World War Play.) French.

McFADDEN (Dramatist): "The Man Without a Country." 17 m. 1 f. (Intensely patriotic.) French.

MACKAYE: "The Canterbury Pilgrims." 46 m. 7 f. and choir boys. (A beautiful historical comedy offering a valuable opportunity to interpret the social, religious, and literary life of early England.) Macmillan.

MERINGTON: "Daphne or Pipes of Arcadia." 9 m. 5 f. extras. (Greek pastoral scenes in Arcadia.) Century.

MIRDLINGER: "The First Lady of the Land." 11 m. 8 f. (Historical play about Philadelphia when capital of the United States.) Baker.

RYLEY: "Mice and Men." 7 m. 5 f. 18th. cent. costumes. (An excellent romantic comedy.) French.

SAYRE: "Edmund Burke." 13 m. 5 f. costumes 18th cent. (Supplements American and English Revolutionary history.) American Play Company.

THOMAS: "The Copperhead." (In Cohen's "Longer Plays.") 7 m. 4 f. (A Civil War romance.) Harcourt, Brace.

WALKER (Editor): "Gammer Gurton's Needle." 6 m. 5 f. (16th cent. comedy of the broadest farcical type.) Stewart Kidd.

#### PLAYS FOR PUBLIC PERFORMANCE

BARRIE: "The Professor's Love Story." (A most delightful comedy.) 3 acts, 7 m. 5 f. Sanger and Jordan.

BROADHURST: "The Man of the Hour." 4 acts, 13 m. 3 f. (Good wholesome melodrama, centering around a young society man elected mayor.) French.

BURNETT and GILLETTE: "Esmeralda." 3 acts, 6 m. 5 f. (A most popular play.) French.

CUSHING: "Pollyanna." 3 acts, 5 m. 6 f. French.

DE MILLE: "Strongheart." 4 acts, 17 m. 5 f. extras. (A good play of college life, centering around an educated Indian.) French.

DENNY: "All of a Sudden Peggy." 3 acts, 5 m. 5 f. (Very popular.) French.

DRAUSFIELD: "The Lost Pleiad." 2 acts, 10 m. 10 f. extras. (An unusually effective Greek play that may be produced by an all-woman cast.) Stewart Kidd. Also in Shay's "Treasury of Plays for Women." Little, Brown.

GOLDSMITH: "She Stoops to Conquer." 5 acts, 15 m. 4 f. (One of the best 18th cent. comedies.) Baker.

HANKIN: "The Cassilis Engagement." 4 acts, 6 m. 8 f. (An amusing contrast of character.) French.

HAWTREY: "The Private Secretary." 3 acts, 9 m. 4 f. (Good farce.) French.

HOUSMAN: "The Chinese Lantern." 3 acts, 6 m. 2 f. extras. (Oriental—delightful fantasy.) French.

HAUSMAN and BARKER: "Prunella." 3 acts, 11 m. 7 f. (A most charming fantasy that may be produced by an all-woman cast.) Little, Brown.

JEROME: "The Passing of the Third Floor Back." 3 acts, 7 m. 6 f. (Strong religious fantasy.) Dodd, Mead.

JONES: "The Maneuvers of Jane." 4 acts, 9 m. 11 f. (A most laughable comedy.) French.

KNOBLANCH: "My Lady's Dress." 3 acts, 9 m. 12 f. (An excellent sociological play.) Doubleday, Page.

MACKAYE: "A Thousand Years Ago." 4 acts, 9 m. 12 f. (A beautiful, but difficult, romance of the Orient.) Doubleday, Page.

MANNERS: "Peg o' My Heart." 3 acts, 5 m. 4 f. (A delightful play.) French.

MASON: "Green Stockings." 4 acts, 4 m. 5 f. (Good comedy.) French.

MEGRUE and HACKETT: "It Pays to Advertise." 3 act farce, 8 m. 4 f. (Most ingenious and entertaining.) French.

MILLAY: "The Lamp and the Bell." (In a "Treasury of Plays for Women.") 5 acts, 15 m. 35 f. (An elaborate dramatic spectacle which may be presented by an all-woman cast.) Little, Brown.

MILLER and MILTON: "The Charm School." 3 acts, 5 m. 8 f. or more. (Excellent comedy centering around the situation of a young man inheriting from an aunt a fashionable girls' school.) French.

MOFFAT: "When Bunty Pulls the String." 3 acts, 5 m. 5 f. (A delightful comedy.) Sanger and Jordan.

MOLIERE: "The Doctor in Spite of Himself." 3 acts, 8 m. 3 f. (One of the best French farces.) French.

MONTGOMERY: "Nothing But the Truth." 3 acts, 5 m. 6 f. (Amusing situations.) French.

NOYES: "Sherwood." 5 acts, 16 m. 6 f. extras. (An outdoor pageant-play. The most beautiful of the Robin Hood plays.) Stokes.

PARKER: "Pomander Walk." 3 acts, 10 m. 8 f. (18th cent. costumes. A delightful old-fashioned romantic comedy.) French.

PEABODY: "The Piper." 4 acts, 24 characters or more. (A beautiful poetic dramatization of the old story.) Houghton Mifflin.

SHAKESPEARE: "As You Like It."

SHAKESPEARE: "Midsummer Night's Dream."

SMITH: "The Fortune Hunter." 4 acts, 17 m. 3 f. (Very humorous comedy of small town life.) French.

SMITH: "Turn to the Right." 3 acts, 6 m. 4 f. (Good comedy.) French.

SWARTOUT: "The Arrival of Kitty." 3 acts, 5 m. 4 f. (Always popular.) French.

TARKINGTON: "Clarence." 4 acts, 5 m. 5 f. (Good comedy centering around an ex-service man.) French.

## CLUBS

TARKINGTON: "The Country Cousin." 3 acts, 7 m. 6 f. French.

TARKINGTON: "Seventeen." 4 acts, 8 m. 6 f. (Most humorous and wholesome.) Portmanteau Play Bureau. Appleton.

THOMAS: "Come Out of the Kitchen." 6 m. 5 f. (Plot centers around an aristocratic but poor Virginia family trying to improve the family fortunes. Amusing situations.) French.

WEBSTER: "Daddy Long Legs." 4 acts, 6 m. 7 f. 6 children. (Delightful comedy.) French.

WILDE: "The Importance of Being Earnest." 3 acts, 5 m. 4 f. (Effective, brilliant English comedy.) French.

ZANGWILL: "The Melting Pot." 3 acts, 5 m. 5 f. (Excellent melodrama on the theme of America as God's crucible.) Macmillan.

Addresses of publishers given on page 397.

## OPERETTAS

DE KOVEN: "Robin Hood." Schirmer.

GILBERT and SULLIVAN: "The Gondoliers." (Venetian.) Church Music Co.

GILBERT and SULLIVAN: "H. M. S. Pinafore." Ditson.

GILBERT and SULLIVAN: "Iolanthe." (Greek.) Hitchcock.

GILBERT and SULLIVAN: "The Pirates of Penzance." Hitchcock.

GILBERT and SULLIVAN: "Trial by Jury." Ditson.

JONES: "The Geisha." (Japanese.) The Boston Music Co.

PEABODY and FREER: "The Piper." Birchard.

PLANQUETTE: "The Bells of Corneville." Ditson.

RILEY and GAYNOR: "The Magic Wheel." John Church Co.

STEVENS and COERNE: "The Bells of Beaujolais." Birchard.

STEVENS and HADLEY: "The Fire Prince." Ditson.

TIBBALS and ELDRIDGE: "The Captain of Plymouth." Eldridge Entertainment Co.

VON FLOTOW: "Martha." Birchard.

## ONE-ACT PLAYS FOR HIGH SCHOOLS

BARRIE, JAMES M.: "The Old Lady Shows Her Medals." (English comedy.) 2 m. 4 f. A pathetic and tender comedy. Probably the best short play produced during the war. Setting: simple interior. In *Echoes of the War*. Scribner.

BRIGHOUSE, HAROLD: "Maid of France." (A World War Play.) 3 m. 1 f. Setting difficult exterior. A play centering around the influence of the spirit of Joan of Arc. Philips & Page.

DAVIS, RICHARD HARDING: "The Zone Police." (Melodrama) 4 m. A tense military play of the Panama Canal Zone. Scribner.

DIX, BEULAH M.: "Allison's Lad." (Tragedy.) 6 m. Setting: a room in an inn. A strongly emotional play of Cromwell's time. In *Martial Interludes*. Holt.

DOWN, OLIPHANT: "The Maker of Dreams." (Fantasy.) A moderately easy, charming fantasy centering around Pierrot and Pierrette. Setting: interior. French.

DRINKWATER, JOHN: "X-O." (Poetic drama.) 6 m. Setting: outside walls of Troy. A play of the Trojan War which gives a most vivid arraignment of war. In *Pawns*. Houghton Mifflin.

DUNSDANY, LORD: "The Golden Doom." (Ironical fantasy-comedy.) 9 m. 1 f. 2 children. Setting: before the door of a temple in a strange land. Two careless children unknowingly play with the fate of a kingdom. Original and beautiful, but difficult. In *Five Plays*. Little, Brown.

DUNSDAY, LORD: "The Lost Silk Hat." (Subtle comedy.) 5 m. Very clever and amusing. Setting: exterior of house. Mitchell Kennerly.

DUNSDAY, LORD: "A Night at an Inn." (Tragedy.) 8 m. Setting: English interior. One of the best one-act plays, in which an Oriental god regains a stolen jewel. In *Plays of Gods and Men*. Mitchell Kennerly.

FENN and PRYDE: "'Op o' Me Thumb." (English comedy.) 1 m. 5 f. Setting: a laundry. An appealing sentimental play of a little laundress who dreams of a grand lover and his appearance, a rough laborer. French.

FIELD, RACHEL: "Three Pills in a Bottle." (Appealing fantasy.) 5 m. 3 f. Setting: interior with view of street through window. In *Harvard Plays*. Brentano's.

FLEXNER, HORTENSE: "Voices." (A poetic war play.) 2 f. Setting: exterior, before a ruined church. A beautiful interpretation of the Jeanne d'Arc spirit. In Mayorga's *Representative One-Act Plays*. Little, Brown.

GALE, ZONA: "Neighbors." (Comedy.) 2 m. 6 f. Setting: a kitchen. Excellent play with an underlying serious tone. Probably produced oftener than any other one-act play. Huebsch.

GOODMAN, K. S.: "Back of the Yards." (Strong drama of city street problems.) 3 m. 2 f. Setting: interior. In *Quick Curtains*. Swartout.

GOODMAN, K. S.: "Dust of the Road." (A modern Christmas mystery.) 3 m. 1 f. Setting: simple interior. In *Quick Curtains*. Swartout.

GOODMAN, K. S.: "The Hero of Santa Maria." (Farcical comedy.) 6 m. 1 f. A good-for-nothing son becomes the hero of the community through a change of clothes. In *Contemporary One-Act Plays*. Appleton.

GRAY, FRANCES: "The Beaded Buckle." (Comedy.) 2 m. 4 f. Setting: a living-room. An excellent satire by the Carolina Playmakers. In *Carolina Folk Plays*, Vol. II. Holt.

GREENE, PAUL: "The Last of the Lowries." (Tragedy.) 1 m. 3 f. Setting: mountain room. One of the strongest Carolina Plays. In *Carolina Folk Plays*, Vol. I. Holt.

GREGORY, LADY: "Spreading the News." (Farce.) 7 m. 3 f. Setting: outskirts of a fair. A finely human comedy of village gossip. In Gregory's *Seven Short Plays*. Luce.

GREGORY, LADY: "The Traveling Man." (A miracle play.) 1 m. 1 f. 1 c. Setting: a cottage kitchen. A beautiful poetic modern Irish miracle play. In *Seven Short Plays*. Luce.

HALMAN, DIRIS: "Will o' the Wisp." (American fantasy.) 4 f. Setting: a farmhouse interior. A strongly imaginative play of poetic quality. Appealing and beautiful. In Mayorga's *Representative One-Act Plays*. Little, Brown.

HAWKRIDGE, WINIFRED: "The Florist's Shop." (Comedy.) 4 m. 2 f. Setting: a florist's shop. One of the most popular of the Harvard Plays. Sentimental and appealing. *Harvard Workshop Plays*. Brentano's.

HECHT, BEN, and GOODMAN: "The Wonder Hat." (Fantastic farce.) 3 m. 2 f. Setting: a park. A picturesque, delightful, rather difficult comedy of the Pierrot and Columbine story. In Mayorga's *Representative One-Act Plays*. Little, Brown.

HOLBROOK, R. T.: "Pierre Patelin." (Medieval French farce.) 4 m. 1 f. Setting: (a) room in Patelin's house; (b) market-place. A very funny old farce if acted with the right spirit. In *Little Theater Classics*, Vol. II. Little, Brown.

HOUGHTON, STANLEY: "The Dear Departed." (Comedy.) 4 m. 2 f. Setting: simple interior. An excellently humorous play. In *Five One-Act Plays*. French.

JENNINGS, GERTRUDE: "Between the Soup and the Savory." (English farce.) 3 f. A very laughable play dealing with three servants who are dishing up a dinner. Setting: kitchen. French.

KETCHUM, ARTHUR: "The Other One." (Modern miracle play.) 3 m. An excellent play for boys or men with a deep underlying significance. In *Harvard Plays*, Third Series. Brentano's.

KREYMBORG, ALFRED: "Lima Beans." (Burlesque.) 2 m. 1 f. Setting: kitchen. A clever extravaganza to be given in rythmical staccato sentences. In *Puppet Plays*. Harcourt, Brace. Or in Mayorga's *Representative One-Act Plays*. Little, Brown.

LEONARD, WM. ELLERY: "Glory of the Morning." (Poetic Indian drama.) 2 m. 1 f. 1 b. 1 g. Setting: before a wigwam. The most beautiful Indian drama. In *Wisconsin Plays*, First Series. Huebsch.

MACKAY, CONSTANCE D.: "The Silver Lining." (18th cent. comedy.) 2 m. 1 f. Setting: a living room. An historical play centering around the life of Fanny Burney. In *The Beau of Bath*. Holt.

MACKAYE, PERCY: "Same Average." (Fantasy.) 3 m. 1 f. Setting: an intrenchment. An historical play of patriotic appeal of the War of 1812. In *Yankee Fantasies*. Duffield.

MCFADDEN, ELIZABETH: "Why the Chimes Rang." (A beautiful Christmas play.) 3 m. 2 f. and others. Setting: simple interior. A play where the pageant element with many characters may be added. French.

MACMILLAN, MARY: "A Fan and Two Candlesticks." (18th cent. comedy.) 2 m. 1 f. Setting: simple interior. A charming colonial comedy for St. Valentine's night or at any time. In *Short Plays*. Appleton.

MACMILLAN, MARY: "The Ring." (17th cent. romantic comedy.) 7 m. 3 f. Setting: interior. A charming play about actor-folk of Shakespeare's time. Appleton.

MACMILLAN, MARY: "The Shadowed Star." (Tragedy.) A Christmas tragedy. 1 b. 6 f. Setting: a bare tenement room. In *Short Plays*. Appleton.

MCKIMMEL, NORMAN: "The Bishop's Candlesticks." (A drama based on "Les Misérables.") 3 m. 2 f. Setting: interior. An excellent, but rather difficult, 17th cent. play. French.

O'NEILL, EUGENE: "In the Zone." (World War drama.) 9 m. Setting: a seaman's forecastle. An unusual play on the life of seamen on an ammunition ship. In Mayorga's *Representative One-Act Plays*. Little, Brown.

ROSTAND, EDMOND: "The Romancers." (Poetic comedy.) 5 m. 1 f. Setting: a garden. A charming humorous play. Baker.

STEVENS, THOMAS W.: "The Gold Circle." (Fantasy.) 6 m. Setting: exterior. A very picturesque play with strange atmosphere. In Shay's *Treasury of Plays for Men*. Appleton.

STEVENS, THOMAS W.: "Three Wishes." (War play.) 5 m. Setting: in the trenches. A most unusual war play with a tense situation. Frank Shay.

STOUT, WILBUR: "In Dixon's Kitchen." (Carolina comedy.) 2 m. 2 f. 1 b. Setting: a kitchen, a very popular Carolina Folk Play. In manuscript. Carolina Playmakers, Chapel Hill, N. C.

TARKINGTON, BOOTH: "The Trysting Place." (Farce.) 4 m. 3 f. Setting: lounging room of hotel. One of the most amusing farces that always goes. Appleton.

WALKER, STUART: "Six Who Pass While the Lentils Boil." (Delightful fantasy.) 5 m. 2 f. Setting: old English kitchen. Simple and especially charming play. Appleton.

WALKER, STUART: "The Trimplet." (Poet fantasy.) 3 m. 2 f. Setting: simple. A charming play, but rather difficult. Appleton.

YEATS, WM. BUTLER: "The Hour Glass." (An Irish morality play of high literary quality.) 4 m. 2 f. 2 c. Setting: simple interior. A play to be especially recommended. In *Plays for an Irish Theater*, Vol. II. French.

Under Part VI, The Commencement, Topic 24, Materials and Bibliography, there are many more suggestions for dramatic use. It will be advisable to turn to this topic and study the sources given.

Addresses of publishers given on page 397.

## BOOKS ON DRAMATIC PRODUCTION

(Selected from *Play Production for Amateurs*, University of North Carolina Extension Bulletin, Vol. I, No. 14.)

"How to Produce Plays," Barrett H. Clark. "A practical manual" for amateur actors and managers, treating Organization, Casting, Rehearsing, Lighting, Scenery, Costumes and Staging. A valuable list of amateur plays is included. Illustrated. \$1.75. Little, Brown.

"How to Produce Children's Plays," Constance D'Arcy Mackay. A practical handbook. Contains also lists of plays, pageants, etc. \$1.35. Holt.

"Practical Stage Directing for Amateurs," Emerson Taylor. "A handbook for amateur managers and actors." Especially helpful to those planning a dramatic organization. \$2.00. Dutton.

"Producing Amateur Entertainments," Helen Ferris. A practical book on the production of popular entertainments, "stage stunts," drills, etc. Though the book is concerned primarily with variety programs, it is valuable for anyone who wishes suggestions for staging, publicity, and practical details of organizing for a performance. Illustrated. \$2.50. Dutton.

## MAKE-UP, COSTUMES, SCENERY

"The Art of Theatrical Make-Up," Cavendish Morton. Contains photographs demonstrating varied make-ups, in all stages of the work. \$1.40. Macmillan.

"The Bankside Costume Book for Children," Millicent Stone. Contains pictures and working directions for making Shakespearean costumes. \$1.00. Saalfield.

"Costumes of Colonial Times," Alice Morse Earle. An account of early dress, together with a listed description of articles of costume. Not illustrated. \$1.50. Scribner.

"Costumes and Scenery for Amateurs," Constance D'Arcy Mackay. A practical handbook containing many suggestions, scene and costume plates, and reference lists of books and pictures. \$1.75. Holt.

"Dyes and Dyeing," Charles E. Pellew. An invaluable handbook for the costume designer. Illustrated. \$2.50. McBride.

"The Folk Costume Book," Frances H. Haire. Illustrations of twenty nationalities in color. \$6.00. Barnes.

"Two Centuries of Costume in America," Alice Morse Earle. An interesting and accurate description of early American dress, from 1620-1820. In two volumes with valuable photographic illustrations. \$2.50. Macmillan.

## COSTUMES

## RENTED COSTUMES

BAYER SCHUMACHER CO. New York City. Ranked as best.

EAVES COSTUME CO. New York City. Well recommended.

TAMS COSTUME EMPORIUM. New York City. Large assortment.

BATZ and VOGT. Brooklyn. Good selection.

MADAM E. S. FREISINGER. New York City. Expensive and highest class types. Correct in portrayal.

## SCENERY

NOVELTY SCENIC STUDIO. New York City. Every variety of draperies, stage sets, etc., rented or sold. Mail orders for out-of-town service.

KUHN STUDIOS. New York City. Expensive but reliable, well-made, accurate sets.

H. ROBERT LAW STUDIO. New York City. Sets made to order from five hundred dollars up. Portable screen sets adaptable to any play.

## CLUBS

SAMUEL FRENCH. New York City. Scenery lithographed on strong paper which can easily be mounted on canvas, calico, or linen and then framed on woodwork. Only paper supplied.

DENNISON MANUFACTURING CO. Stores and service bureaus in Boston, New York, Philadelphia, and Chicago. Offices in most all large cities. Paper useful for scene-making, paper costumes. Catalogues.

EDITOR, AMATEUR STAGE DEPARTMENT, THE THEATER. New York City. Practical screen combinations for the amateur stage.

## MAGAZINES OF INTEREST TO THE DRAMATIC CLUB

*The Drama*. A monthly review. Chicago, Ill. Covers the general field of dramatics, both amateur and professional. Reviews of new plays are given. Book reviews and bibliographies.

*The Theater*. Monthly. New York City. A general theatrical review. Has a good department of amateur production. Illustrated.

*Theater Arts*. Illustrated quarterly. New York City. Especially fine source for new ideas in stagecraft.

*Poet Lore*. Quarterly. Boston, Mass. Rather advanced in thought. Includes new plays.

Addresses of publishers listed on page 397.

TOPIC 8  
SOCIAL FUNCTIONS—PARTIES AND DANCES

General Discussion  
Suggestions  
Fraternities and Sororities  
Selected Bibliography



## TOPIC 8

### SOCIAL FUNCTIONS

The art of living together, the main spring in the function of education, finds a pleasurable expression in social activities. While the primary function of a specific type of club may be in the satisfying of that specific interest there are, nevertheless, many other values involved. There is none so potent as the social expression. The club which gives all of its time and program to the special interest will soon stale in action. There is sociability to be encouraged and satisfied. This offers a number of opportunities for constructive character and community building. In every club of every type some attention should be given to the purely social, pleasurable, and recreational phases. Each individual, class, or organization should be allowed time and ways to develop this side of life.

There is much talk, and not all of it without foundation, of the looseness of youth, the immorality of the times, and the struggles of the adolescent in serious conflict. The story of the modern home endeavoring to meet industrial changes, the rapidity of material growth, social changes, and the rise of individualism, places special responsibility on institutions and agencies of home substitution.

If the youth of today will find social activity let us see to it that the activity is wholesome. The challenge is not to abolish the activity but to guide it or sublimate it, for there will be dancing or parties. The responsibility of parents and school leaders is not to destroy dancing and parties but to make the environment in which these activities find expression as perfect as possible. It is unwise and unnecessary to abolish dancing. The art has its values that far outweigh its harms. It is directly up to the home and the school to co-operate and make the activity a constructive and wholesome one.

The same is true with parties, picnics, and dates. These are all constructive social functions and may be guided into very wholesome and positive directions. There is a need for social training. Life offers so many activities which call for social relationships that those who are able to adapt themselves to these situations readily win in advantages and opportunities.

The leisure time problem is a part of every institution. With the

specialization in the arts of labor, large scale production, limited working hours, and the like, greater emphasis is placed on leisure time activities. The proper pursuit of leisure time is the concern of every individual and agency. With time to use the challenge is—how to use it? Here are rich opportunities for leadership where the results will tell. Youth is going to find activity in leisure. Let us see to it that the youth of our responsibility have about them proper environments for the most constructive types of activity.

Some of the social activities are listed as follows:

Dances, parties, entertainments, banquets, plays, picnics, hikes, informal social hours, and formal social gatherings.

In these are opportunities for games, folk dances, social dancing, musicals, readings, dialogues, shows, minstrels, vaudeville, general fun, class festivities, entertainments for visitors, going away parties, and a host of other activities. All of them possess a positive value and under proper conditions will yield wholesome social rewards. The leader must not be blind to the fact that without guidance the activities often lead to negative qualities individually and socially.

#### SUGGESTIONS

1. There is a definite need for supervision. The home and school should have complete co-operation in this matter and realize the advantage in directing and guiding the activity.

2. Where the school has a large student body some one, other than the principal, should be given control over the supervision of these activities.

3. These faculty advisers should work in close co-operation with homes represented and also with students. The idea is not to act as a police or a reformer but to be a real friend and pal in understanding situations and promoting the best interests of all concerned.

4. Have a schedule of events. Allow each class, organization, club, or group one or two events each semester. Require notice of these a week or more in advance of the time and have certain understandings regarding the time, place, and procedure of the activity. Place definite responsibility and give them an opportunity to prove their worth.

5. No events should occur without the consent of the Social Committee. Have effective means of control and certain results where breaches of conduct occur. If there is co-operation with the home then the social life of the community, so far as the adolescent is concerned, is well directed and good results should follow.

6. Allow absolute freedom of expression as far as possible, and use discipline only as a course of last resort. The idea is supervision not domination. The pupils must feel that the activity is theirs. They should be made absolutely responsible for its proper functioning.

7. Try to cultivate the expression of democracy in social affairs. Break down any efforts at clannishness or snobbishness. Study the activity so that all will feel at home in its procedure. Try to provide amusement for all.

8. In the regulation of activities there should be some differentiations made due to differences in age and sex. Pupils of Junior High School age might be regulated differently than those in Senior High School. Mixed social functions might be conducted differently than a party for just girls or one for boys.

9. Try to have all the events in the school building. This makes the school the social center, and where the student feels this relationship it aids him in appreciating the whole field of education. Where functions are held outside the school it will be well to have them under the supervision of the Social Committee.

10. The school schedule should be carefully studied and appropriate times given for social affairs. It will always be advantageous to schedule activities for the afternoon. Of course, where there are no parental objections and the time does not interfere with school practices, evening affairs are profitable.

11. So many of the ills of social activities come from traditional trends. This is especially true with regard to the time elements in social occasions. A community can regulate its social activities to begin on time and stop on time. When individuals find that this is the practice they will regulate their activities accordingly. It is not amiss to bar individuals from participation for too late entrance. Good practices mold good forms of social procedure.

12. Create a confidence on the part of student leaders in what they are attempting to do. Have them feel that what they do is what they want to do and know to be for the best interest of all. They must feel their responsibility.

13. Cultivate the desire on the part of student leaders and student participants to want chaperons from their parents and faculty groups. Here is a big opportunity to link the adult with the adolescent. One of the dangers of the age is this growing inability of youth to find companionship with older people.

14. The good leader will also cultivate a desire on the part of adults to enjoy the activities of youth and see the world through youth-

ful eyes as well as their own. The pal plan for parent, teacher, and pupil is entirely wholesome.

15. Build up a set of customs to be observed at social functions. Such actions as speaking to the chaperons, courtesy to one another, formal introductions in proper ways, hearty participation in all activities, and the like.

16. Set up some simple regulations regarding going and coming and other methods of procedure. Make these regulations few but full of meaning.

17. Encourage simple and inexpensive refreshments and decorations. There should be no desire on the part of one club to out-do the other. Very definite regulations along this line will end all competitive extravagance. Have a limit in expenditure—then there will be a wholesome rivalry in making the best of what one has to use.

18. Where possible use school music—the school orchestra, glee clubs, and so on. There could be worked out a very effective program correlated with these activities.

19. Encourage simple forms of dress for all occasions. Just as there should be no competition in the field of refreshments there should be none in this field. If it is going to be a democratic social affair allow school dress to prevail. Occasionally, formal dress and formal activities are worthwhile.

20. Do nothing to check the spontaneous expression of youth in pleasure. Have the rules and regulations designed to obtain the most of fun and to check unpleasant expressions. Then the events should benefit the individual, the group, and the community.

#### A WORD ABOUT FRATERNITIES AND SORORITIES

With a full understanding of the cardinal principles of secondary education and a knowledge of adolescence the author finds no worthy place for the high school fraternity or sorority. All the qualities which they are supposed to develop may be better developed in other ways.

The High School fraternity or sorority is not worthy because:

1. It does not contribute to the objectives of secondary education.
2. It is generally a pernicious influence.
3. It develops snobbery and exclusiveness.
4. Often indulges in needless extravagances.
5. Often sets up false standards.
6. Uses its organization to control class and school elections.
7. Does not always resort to the best types of politics.

8. Its members invariably stand aloof from legitimate school activities.

9. Where they prevail scholarship is generally lowered.

10. They tend to neutralize the force of citizenship the school sets up.

A democratic social program well directed and well received will, in most cases, solve the fraternity or sorority situation. There are significant calls in the fraternity and sorority to satisfy the calls of adolescence and real leadership is needed to see that these calls are satisfied in more wholesome ways.

### BIBLIOGRAPHY

"Book of Games and Parties for All Occasions," by Wolcott. Small, Maynard.

"The Church at Play," by Richardson. Abington Press.

Discussion of the values and theories of play, principles of play leadership, of scouting, and similar movements, and source material containing directions for 150 games and activities.

"Folk Dancing as Social Recreation for Adults," Pamphlet No. 179. Playground and Recreation Association of America.

"Fun for Everybody," Playground and Recreation Association of America.

Suggested social programs for community groups.

"Good Times for Girls," by Moxcey. Abington Press.

"A Handbook of Games and Programs," by LaPorte. Abington Press.

Social leadership, handling social programs for various groups, and directions for playing many types of games and relays.

"Ice-Breakers and the Ice-Breaker Herself," by Geister. Doran.

Suggestions for game leadership and for social activities.

"Parties and Stunts Around the Year," by Betzner. Woman's Press.

"Phunology," by Harbin. Cokesbury Press.

Suggestions for programs for each month of the year and entertainments of various kinds.

"Recreational Games and Programs," by John Martin. Community Service of Boston, Inc.

Directions for marching formations, games and stunts for church, home and school entertainments.

"Social Games and Group Dances," by Elsom and Trilling. Lippincott.

Games and stunts, group dances and singing games for children.

"What Can We Do?" Playground and Recreation Association of America.

Suggestions for social games and stunts.

"Handy," by Rohrbough. Chicago, Ill.

Suggestions for social activities, issued monthly, in loose-leaf form.

"Suggestions for Conducting Dances," Playground and Recreation Association of America.

"National Dances of Ireland," by Burchenal. Barnes.

The book is illustrated with reproductions of photographs taken in Ireland and with diagrams (156 in all) of each dance. Music and full descriptions accompany each dance, together with supplementary music to avoid monotony of tunes.

"Natural Rhythms and Dances," by Colby. Barnes.

A collection of Free Rhythms, Child Rhythms, Eccossaises, Waltz Studies, and Natural Dances. Each rhythm and dance is accompanied by music in full score with detailed and easily understood directions.

"The Folk Dance Book," by Crampton. "The Second Folk Dance Book," by Crampton. Barnes.

These volumes make available for schools, playgrounds, and gymnasiums the splendid dances which have grown up for generations as a part of the life of the people in many of the older European countries. Directions are clearly stated.

"Choice Rhythms for Youthful Dancers," by Crawford. Barnes.

Several thousand folk-melodies were examined in order to obtain a group ideally suited to the practical aim in view, and also possessing a definite artistic value. Each rhythm is accompanied by descriptions, and with folk music arranged.

"The Clog Dance Book," "Clog and Character Dances," both by Frost. Barnes.

The dances are all explained in graded lessons. Appropriate music is given. The dances are not merely a succession of steps, but are arranged with growth and progression toward a climax which gives artistic satisfaction.

"Folk Dances of Czecho-Slovakia," by Geary. Barnes.

Beautifully illustrated with cuts from original photos showing the striking costumes. Each dance is accompanied by music.

"Gymnastic and Folk Dancing Books," by Hinman. In five volumes. Barnes.

Solo Dances, Couple Dances, Ring Dances, Group Dances, Clogs and Jigs.

"The Dance in Education," by Marsh. Barnes.

Beautifully illustrated. Music in full score. Complete bibliography. Defines place of the dance in our educational program.

"Aesthetic Dancing," by Rath. Barnes.

From a physical training point of view, the book gives the most valuable steps and movements employed in dancing. They are carefully graded, progressively arranged and clearly described.

### COMMUNITY MUSIC

"Community Music," Playground and Recreation Association of America.

"Municipal Aid to Music in America," by Clark. National Bureau for the Advancement of Music, New York.

"Music as a Social Force," by Dykema. Birchard.

"Community Singing and the Community Chorus," by Clark. National Bureau for the Advancement of Music.

"The Community Orchestra," by Dickie. National Bureau for the Advancement of Music.

"School Bands," by Mirick. House of York, Grand Rapids, Mich.

"Music for Everybody," by Bartholomew and Lawrence. Abington Press.

"Common Sense of Music," by Spaeth. Boni & Liveright.

"Music for Plays and Pageants," by Holt. Appleton.

"Twice 55 Games with Music," Birchard.

"Barber Shop Ballads," by Spaeth. Simon & Schuster.

"The Negro and His Songs," by Odum and Johnson. University of North Carolina Press.

NOTE.—Many bulletins on various phases of music may be secured from the Playground and Recreation Association of America.

### FOLK-SONGS

"Afro-American Folk-Songs," Krebriel. "A study in racial and national music," with music and words of songs. Schirmer.

"English Folk-Songs from the Southern Appalachians," Campbell and Sharp. One hundred and twenty-two songs and ballads with three hundred and twenty-three tunes; introduction, notes and a bibliography. Putnam.

"Folk-Songs of the American Negro," Work. A critical study, with words of many songs and the music of nine. Press of Fisk University, Nashville, Tennessee.

"Folk-Songs of the Kentucky Mountains," McGill. Words and music of twenty songs and ballads. Boosey and Company.

"Folk-Songs, Chanteys and Singing Games," Edited by Farnsworth and Sharp. Forty-nine songs, with words and music. Gray.

"One Hundred Folk-Songs of All Nations," Bantock. Words and music. Ditson.

"The Story of the Carol," Duncan. An historical study with words and music of illustrated carols. Scribner.

### DANCES AND GAMES

"American Country Dances," Burchenal. Directions and music for twenty-eight dances. Most are New England, but some old Southern favorites are included. Schirmer.

"The Antique Greek Dance," Emmanuel, translated by H. J. Beavley. Many illustrations and diagrams from original Greek sources. A scholarly study. Lane.

"Athletic Dances and Simple Clogs," Hillas and Knighton, with music and illustrations. Barnes.

"Children's Singing Games, Old and New," Hofer. Words, music and directions for forty games and dances. Flanagan.

"Christmasse in Merrie England," Hofer. Dances, carols, and descriptions of the celebration, with music. Clayton Summy, Chicago.

"Dances of the People," Burchenal. Music, words, and directions with illustrations from twenty-seven dances and singing games of England, Scotland, Ireland, Denmark, Sweden, Germany, and Switzerland. Schirmer.

"Dances of Our Pioneers," Grace L. Ryan. Barnes.

"Dramatic Dances for Small Children," Mary S. Shafter. Barnes.

"Dramatic Games and Dances for Little Children," Caroline Crawford. Barnes.

"Dramatized Rhythm Plays," Mother Goose Traditional. Richards. Barnes.

"Fifty Figure and Character Dances," 2 vols. Bell. Beautifully illustrated. Music in separate volume. Barnes.

"Folk Dances and Games," Caroline Crawford. Barnes.

"Games and Dances," Stecher. A graded collection of dances and games with music and words, for grades from the primary through high school. McVey.

"Games, Contests and Relays," S. C. Staley. Barnes.

"Graded Games for Rural Schools," Alfred E. Ross. Barnes.

"Indian Games and Dances," Fletcher. Very useful to the pageant director who needs dances for an Indian Episode. Easy directions with music. Birchard.

"Individual and Mass Athletics," S. C. Staley. Barnes.

"New Song Plays to Old Tunes," Wollaston Wood. Barnes.

"Normal Course in Play," Joseph E. Lee. For the training of recreative leaders. Playground Association. Barnes.

"Old English and American Games," Brown and Boyd. Forty-seven singing games are described, with words and music. Saul Brothers, Chicago.

"The Playground Book," Sperling. Contains singing games and folk dances with music, words and illustrations. There are also directions for playground athletics, etc. Barnes.

"Popular Folk Games and Dances," Hofer. Music, directions, and words for sixty-eight games and songs. Flanagan.

"Recreative Athletics," Playground Association. Barnes.

"Rhythmic Action Plays and Dances," Moses. Words, music and directions for dances designed for young children. Milton Bradley.

"Singing Games and Drills," C. G. Marsh. For Rural Schools, Playground workers and Teachers. Barnes.

"Singing Games for Children," Farjeon. An attractive little book, containing words of original singing games or dramas. Colored illustrations, but no music. Dutton.

"The Festival Book," J. E. C. Lincoln. May-Day Pastime and the May-Pole. Barnes.

Addresses of publishers listed on page 397.

## **PART III**

### **STUDENT PARTICIPATION IN SCHOOL ADMINISTRATION**

- TOPIC 9: Home Room Activities**
- TOPIC 10: Student Council**
- TOPIC 11: Assemblies**
- TOPIC 12: Special Day Programs**

TOPIC 9  
HOME ROOM ORGANIZATION AND ACTIVITY  
THE CLASSROOM

Methods of Grouping  
Purposes and Values  
Organization  
General Suggestions  
Reasons for Failure in Some Cases  
Home Room Activities  
Bibliography

## TOPIC 9

### HOME ROOM ORGANIZATION AND ACTIVITY THE CLASSROOM

The home room serves as the unit for the development of all extra-curricular activities. It is generally the smallest group division of the student body. In some high schools, where the student body is too small for sub-divisions, the class forms the unit of activity. Wherever this situation exists the home room activities given here may be applied to the class. The home room plan offers many opportunities for constructive character building and citizen training. The very fact that the group is small and the associations intimate facilitates effective organization.

#### GROUPINGS

There are a number of ways to form home rooms. It is to be remembered that local situations alter conditions, and adjustments must be made accordingly.

*Classes Divided.* The general practice is to divide the classes into home room groups. There will be a number of freshman home room groups, sophomore home room groups, and so on. This is the easiest and simplest form of grouping. These groups may be formed in the following ways:

1. Intelligence grouping—either by tests or grades.
2. Alphabetically.
3. According to major interests.
4. Sex.
5. Credits.
6. Activities—class clubs, athletics, etc.
7. Indiscriminate class grouping.

*Regardless of Classes.* The same methods for home room grouping may be used as for the above plan.

*Choice of a Plan.* In choosing a plan for home room grouping certain factors should be taken into consideration. Select a plan with the following thoughts in mind:

1. Is the plan workable?
2. Will it develop too many groups too small for effectiveness?
3. Is it the simplest way?

4. Are the groups too large for the best results?
5. Is it the most democratic scheme?
6. Does it allow for proper individual growth?
7. Will it fit in with existing school organization?

Time will be needed to study this out carefully. Try to see ahead. Keep the student in mind as well as the plan. There may be points in favor of one plan which will not fit another situation. For instance, the sex grouping may offer the teacher greater opportunities for personal contacts, or the intelligence grouping may bring about clannish forms. From experience the class groups form the best basis for home room units. It fits in with individual interests and is about as natural a grouping as will be possible to obtain.

### PURPOSES AND VALUES

There are a number of interesting points to be advanced showing the purposes and values of the home room plan.

1. They are generally natural units—groups with common interests and somewhat similar goals.
2. Being small units they are workable in size.
3. They offer an effective agency to carry out administrative policy.
4. Where there are demands made by school laws the unit offers an avenue through which the laws may be interpreted and enforced.
5. They are a place where intimate contacts and associations are made and utilized for individual and social growth.
6. From this unit as a basis larger units are made possible and workable.
7. Its immediate affairs are studied in connection with the larger group as well as affairs from within.
8. They offer advantages for keeping records of scholarship, attendance, health charts, and activities.
9. Personal attention may be given each student. This allows the teacher real services in guidance and supervision.
10. A basis for mass opinion and participation. Opinion is created which molds into student opinion in mass action.
11. They are the place to cultivate social habits of the best type and mold social patterns.
12. Conversation, standards of conduct, group loyalty, obedience, and many other social characteristics are developed there.

### ORGANIZATION

If the home room plan does not exist in the school how may an organization be perfected? What are some of the steps in organization? Why has the plan failed in some situations? It is well to think these points through before attempting to inaugurate the plan.

1. It is essential to study the local situation and conditions and consider the activities and advantages of the plan. Certain conditions

may make the plan impossible from the start. Certain drastic changes may have to be made which are not feasible for the present.

2. The plan should grow as a felt need and a possible solution to various situations. Attitude in its behalf should be created. Both the teachers and students must believe in it. As confidence in its ability to serve is assured the plan will become more useful.

3. The need for co-operation is essential. The plan cannot be one of teacher domination nor one of full student control. Teachers and students co-operating can make the plan most successful.

4. It may be that a trial on a small scale may be feasible. Should it work, then enlarge it to include the entire school.

5. Present the idea to the student body through student leadership and gain confidence for the plan. An enthusiastic and loyal student body can do much to advance anything along the best lines of ideals and types.

6. Plan the organization system. Any work done ahead of time will be worth while. The better the organization the easier the administration.

#### GENERAL SUGGESTIONS

1. The home room is the family unit in school organization. Characteristics nurtured in the home may find expression through home room activities.

2. There are opportunities for the best types of guidance, supervision, and fellowship. There should be little of force or coercion.

3. Individual attention is offered in the home room. There are chances to know the student and evaluate character. When a teacher understands the personal feelings and impulses of the student there are real opportunities to serve.

4. Encourage personal responsibility. With the small group this characteristic may be led into many channels for growth.

5. The home room offers opportunity for useful publicity, letters, bulletins, meetings of parents, and the like. This is one of the school's best avenues of publicity.

6. The home rule is a unit of a larger whole. There are certain trends to safeguard. Do not become too engrossed in the unit welfare. Stress the fact that the unit is but a part of the whole—create school as well as room spirit.

7. Good public opinion may be created. The unit being small offers the opportunity to carefully mold opinion after study and discussion.

8. Have the activities of the home room relate to school studies. At every possible chance utilize the period for discussion of points developed in class.

9. Have the student analyze situations. Take time to go into them carefully and develop attitudes through reason and thoughtful decision.

10. The time element is important. Fifteen or twenty minutes are usually allotted to the home room period each day. The following plan is presented as suggestion, it has worked well in a number of schools. The pupils report to their home rooms each morning for a five-minute period for the roll, etc. This is at the beginning of the day's session. They report again in the afternoon for five minutes. One fifty-minute period during the day is assembly period. One day of this, each week, is used for a general assembly period, one day for the club period, and other days are used for program or study in the home room.

#### REASONS FOR FAILURE

Often the efforts at organization and activity are a failure. What is the cause? To diagnose the situation is worthwhile. The home room plan is valuable. Its installation or administration may be faulty. Consider the following:

1. The first and outstanding cause for failure is found in poor leadership. Teachers may have a lack of interest, or another bit of work to do, or an overcrowded schedule which will not permit consideration.

2. Many times incorrect motivation is the cause of failure. The plan is not one designed to make discipline easy or domination despotic. It is true that the plan does favor good conduct when wisely directed, but when despotism is the rule of action the real values of the home room plan fail.

3. The plan is one developed from growth and a felt need. Where it is imposed quickly and with a ready-made program it many times fails. It has to grow. Do not expect it to be full grown in a month or a year. Plan ahead and prepare for the idea in advance of its promotion.

4. Local conditions should be noted. The school may have a workable plan of division that is producing good results. The plan may be well grounded in the community. To shatter it may be detrimental. Make the change gradually. Educate the student body into the plan.

5. Too much or too little supervision often causes failure. Co-operation is needed and a real confidence on the part of both faculty and student body will bring the desired results.

### SUGGESTIONS FOR HOME ROOM ACTIVITIES

The following comprehensive list of activities are found in the Central High School, Tulsa, Oklahoma.

#### I. Routine Organization and Business

- a. Discussion of the purpose and ideals of the home room plan.
- b. Election of home room officers.
- c. Adoption of various programs for the semester's work.
  1. Weekly program:  
Monday—Study (by majority vote of group where adopted).  
Tuesday—Sophomore class assembly.  
Wednesday—Study of Americanism and citizenship.  
Thursday—Under direction of students.  
Friday—Current events—games—songs—yells.
  2. General program:  
Programs varied to suit the needs as they arise, but paying attention to the social, civic, business, cultural, patriotic, and general needs of the students and the school.
- d. Daily schedule:  
Roll call.  
Reading of bulletin.  
Special announcements by teacher or representative.  
Report of look-out committee.
- e. Special business:  
Assignment of room and assembly seats.  
Collection of contributions to various school funds, or purchasing of tickets for various extra-curricular activities—musical, dramatic, Lyceum, etc.  
Selling tickets to Athletic Association.  
Teachers' work with report cards to parents each 6th, 12th and 18th week.  
Report of unsatisfactory work to parents the 3d, 9th and 15th week of each semester.

#### II. School Spirit and Organization (Use Tulsa High School Students' Hand Book)

- a. Memorize the Tulsa School Creed.
- b. Discuss attendance and punctuality regulations.
- c. Discuss courses offered by Tulsa High School.
- d. Discussion of Scholarship Requirements.
- e. Students ask questions about requirements and school.
- f. Presentation of history of Tulsa School, significant facts about its organization, outlook, and needs.
- g. Relation of Tulsa High to Colleges.
- h. Informal, voluntary talks about what is needed to better the school work and school life; about what is needed to live the fullest student life and win the respect and comradeship of fellow students and teachers.

## STUDENT PARTICIPATION

- i. Vocational guidance in high school.
- j. Reports from visitors to other home rooms to stimulate own room to better appreciation of the possibilities of personal development through the activities of home room.
- k. Each second period class visit the remainder of the school while in session.
- l. School songs, yells, and "pep" talks.
- m. Assemblies—Regularly on Friday. Freshmen and Seniors always attend. Junior and Sophomore rotate in attendance, reporting to home room on days not attending assembly.

### III. Social—"Getting Acquainted."

- a. Students grouped by native states, Oklahoma's children playing hostess in a receiving line to the others.
- b. Students grouped according to city residences to find out near neighbors. This aids the Lookout Committee.
- c. Students narrate personal interests and give brief autobiography.
- d. Play "Get Acquainted" games such as:  
Odd and Even.  
See who can first get the names of everyone in the room written down. Students are to ask fellow students' names if they do not know them.
- e. Room parties, either after school or in the out-of-assembly period for Juniors or Sophomores.
- f. Plan outside hikes.
- g. Plan one big social event involving stunts by each home room, and for the entire group of home rooms in any given class, as Freshmen or Senior, each semester.
- h. Contests, choosing sides and having "conundrum spell-downs." (Might be used in any subject.)

### IV. Entertainment

- a. Program Committee lists special abilities of each member, for reference in making up assembly program and for use in the home room Programs.
- b. Mixed or general programs given in the rooms.
- c. Discussion of the requirements of a good program.
- d. Preparation of suggestive programs either for use in the home room or in the general assembly.
- e. Discussion of programs given to see how they measured up to the ideals set, or how they might be bettered.
- f. Discussion of outside entertainments, the merits of the Community Lyceum, great musicians who visit the city and form of outside social entertainment.  
What is questionable in amusement?  
Why is amusement necessary?  
What is "good form" in modern dancing, etc.?
- g. Reading of poems or stories by members of class.
- h. Two night parties for classes a semester, exclusive of day-time hikes, matinée programs, etc.

### V. Americanism and Citizenship

- a. Study of Parliamentary Law and its application through a mimic House of Representatives, where bills relating to Tulsa High School Laws will be introduced.

- b. Organization of group as a self-governing body:
  - Adoption of constitution.
  - Study of meaning of self-government,—its application to the school, the the community and the nation.
  - Its relation to Americanism and Citizenship.
- c. Discussion of and memorization of The American's Creed.
- d. Debates on current problems having to do with politics.
- e. Straw vote on presidential candidates.
- f. Account of life story of leading political candidates.
- g. Class elections organized through the convention-nomination system and electioneering for nominees.
- h. Discussion of the qualities needed in an American president: In any of the class officers. Reasons why organizations should always agree on the needed qualifications for leadership or service before making nominations.
- i. Discussion of the merits of nomination by committee or by members from the floor.
- j. Teacher or some student give history and workings of the Electoral College.
- k. Sample ballot used in straw ballot to illustrate voting through electors and the meaning of short ballot, straight and scratched ticket.
- l. Discussion of definitions of current political terms, initiative and referendum, democracy, primaries.
- m. Study of state to locate the congressional districts.
- n. Study of city map to locate the voting precincts and polling places.
- o. Study of the amendment questions that are up for consideration in this election.
- p. Study of the pros and cons of the League question.
- q. Discussion of city civics through:
  - 1. Reports of what the city needs most.
  - 2. The commission form of government.
  - 3. Special departments, such as the Library, Health, Fire, Police, etc., reported by students who have made special investigations or interviewed persons able to give them information.
  - 4. Summary of the city buildings—children give names of city-controlled public buildings and list made on blackboard of same. Report of an inspection tour to the city hall.
  - 5. Report on Federal and County buildings and different use made of these from that made of the City Buildings.
- r. Study of the history of the American Flag. Training in the flag salute. Proper respect and use of the flag.
- s. Study and recital of the names of leading state and city officials. Discussion of the way their work affects us.
- t. Biographies of great Americans. Roosevelt, Jacob Riis, and non-official Americans who have perfectly exemplified good citizenship.
- u. Memorize and discuss: The Preamble to our Constitution and Lincoln's Gettysburg Address.

## VI. General

- a. Discussion of topics of current interest.
- b. Naming of favorite book or author with reason for preference.
- c. Program Committee assign two-minute talks to be given on the resources or industries of Oklahoma.
- d. Get acquainted with Tulsa's resources by investigating:
  - 1. Her industries.

2. The water situation.
3. Need of gas conservation.
4. Reason why Tulsa will or will not continue to develop.
- e. Charitable work, such as:
  1. A Christmas family.
  2. Poor farm relief.
  3. Organized charities.
  4. Red Cross membership drive or work.
- f. Mock trial.
- g. Imaginary banquet scene, with toasts, etc.
- h. Period of intensive study, by special request.
- i. Talks by outside speakers on topics under special investigation by students.
- j. Students from other rooms invited to address home room on subjects or experiences of special value.

### BIBLIOGRAPHY

ANDERSON, W. N., "A Manual for School Officers." The Century Co., 1925.

This reference has been listed before and is applicable to this topic.

BENJAMIN, C. H., "Student Activities." *School and Society*, February, 1916.

A plan for the direction of student activities. Attention is given to limiting the activities.

BENTLEY, RUFUS C., "Extra-Classroom Activities in High School." "National Education Association, Journal of Proceedings and Addresses," pp. 581-586, 1911.

A general discussion of the activities with emphasis on the classroom activity phase.

COCKRELL, E. T., "Use of the Home Room Period in Junior High School of Cleveland, Ohio." *Ohio Educational Monthly*, June, 1923.

The title gives hint of content. The article is practical in nature.

COWING, H. H., "Four-Year Home Room Plan." *School and Society*, Vol. 15, pp. 621-629. June, 1922.

Good material to use in home room activities.

EMERSON, T. C., "The Home Room Period." *The Junior High School Clearing House*, Sioux City, Iowa. Vol. 2, pp. 11-15. October, 1923.

Organization, administration, and program material given.

LYMAN, R. L., "The Ben Blewett Junior High School of St. Louis." *School Review*, Vol. 28, pp. 26-40, pp. 97-111. January and February, 1920.

What this school is doing in extra-curricular activities.

SATCHILL, J. K., "Student Participation in School Administration." *School Review*, Vol. XXX, pp. 733-741. December, 1922.

A general discussion with emphasis on home room activity.

VAN DENBURG, "The Junior High School Idea." Holt.

Touches briefly on the home room and its place in the school plan.

Many of the handbooks and catalogues from high school give attention to group divisions and activities.

A number of the general references given in the first bibliography on Extra-Curricular Activities in Part I contain material for use in promoting the home room plan.

Addresses of publishers listed on page 397.

TOPIC 10  
THE STUDENT COUNCIL

Introductory Statement  
Objectives  
Plan  
Disadvantages  
Important Committees  
Student Council Constitutions  
Student Council Activities  
Bibliography



## TOPIC 10

### PARTICIPATION IN SCHOOL GOVERNMENT STUDENT COUNCILS

- Develop Gradually According to Student and Faculty Ability to Coöperate.
- Do Not Put Responsibility Upon the Pupils Before They Are Ready for It.
- Let Progress Come to Fill Felt Needs.
- Where Students Call for It and There Is Faculty Sympathy With the Plan It Should Prove Valuable.
- Reserve Control and Exercise Tactful Supervision and Guidance.
- Where Problems Are too Difficult for the Students to Handle Have Them Placed in Faculty Control.

These considerations are given at the start to provoke thought on this topic. There is a wide difference of opinion as to the feasibility of student participation in government. The difference generally comes in the plan and the amount of participation.

The school as an institution has always felt the need of some form of government. Its very character, dealing with a wide variety of age degrees, would of necessity call for government. It is purely a question of type. Twenty-five years ago and more the plan was one of governing the student. There has gradually evolved another plan of student participation in government. This does not mean student self-government. Student life is immature, and complete student government is not advocated. In fact, there is grave doubt as to its feasibility. There are too many opportunities for lost motion and misdirected effort.

A plan of co-operation, where the faculty and student body are in complete co-operation for the greatest good of all, is the one to foster and promote. A despotic faculty rule is unwise and should have no place in a democratic scheme of government. Student self-government is also unwise. Co-operation in school administration is entirely in

keeping with the democratic movement which is permeating all institutions and governments.

At the beginning it may be stated that no absolute rules can be laid down for student participation in government. The progress must be gradual and carefully directed to apply to situations and conditions. Local conditions, going back into the years, may prevent the installation of a proper plan. All these points are to be taken into consideration and seeds sown which may bear fruit for higher aims and ideals. To superimpose a system is to destroy it at once. Conditions should be right, attitudes wholesome, the student body ready, and the faculty in sympathy, before the plan is launched.

Too much should not be expected at first. Note the history of nations, especially the advance of our own system of government. Student participation may never completely justify itself in any one condition as an ideal system nor as a panacea for all school ills. Where there is need for order and efficiency too much emphasis cannot be laid on student responsibility. However, there are other things involved.

The idea of student participation is a process—a device. The educator sees it as a tool for furthering the cardinal principles of secondary education and not an end within itself. The student should be the chief thought. How does participation in school government develop these fundamental principles?

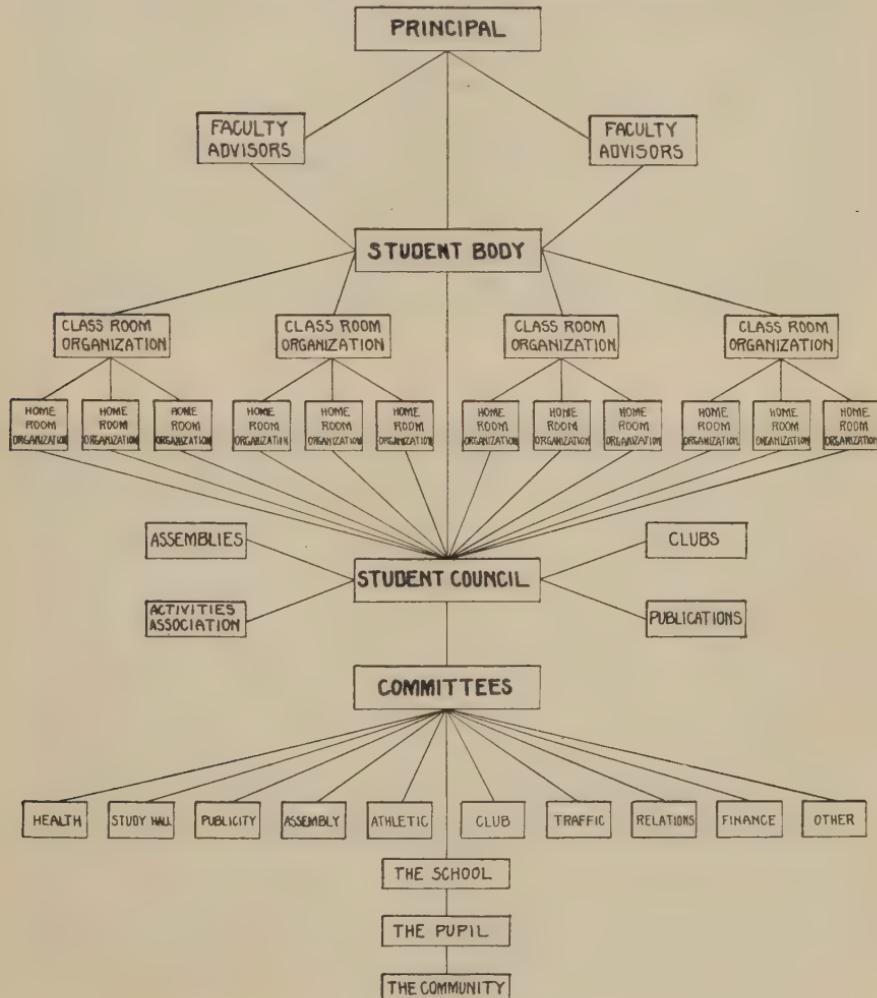
The plan is a "DO" plan. There is actual participation. There are experiments enough to show that social efficiency can be best accomplished through participatory methods. And where there is wise leadership, much value should result. "The invisible teacher" is an effective way to express this type of leadership. The ability of the teacher to have complete control and yet remain in the background largely determines successful advising. Actual results can be measured, in time, by the kind of citizens the school is turning out.

### THE STUDENT COUNCIL

In developing student participation in school government the general plan is expressed through the Student Council plan. The school, consisting of faculty and students, is divided into small units such as home rooms, classes, and organizations. Representatives from these, according to the school plan of organization, form the participating groups.

The student council is generally the central controlling student organization of the school. It gives special attention to extra-curricular activities. Its organization, duties, powers, and activities vary in

## A GENERAL PLAN FOR STUDENT PARTICIPATION IN SCHOOL GOVERNMENT. ↴



different localities. The individual school builds its government to meet its needs. The material presented is for suggestion. From it many ideas and practices may develop to fit in with local conditions.

### OBJECTIVES \*

1. To substitute real democracy as a form of social and self-control in place of teacher dominance; in other words, to substitute internal for external control.
2. To acquaint pupils with the machinery, duties and responsibilities of the individual in a democracy.
3. To develop a respect in the group for group-made regulations.
4. To develop a spirit of willing co-operation between pupil and pupil, and to encourage a closer relationship between pupil and faculty.
5. To develop qualities of good leadership and intelligent followership.
6. To secure, through wise teacher guidance, the elimination of those corrupt practices which have worked into the scheme of democracy as it functions in civil life.
7. To afford pupils here and now the opportunity to live in a democratic organization, thus giving them the opportunity to practice with satisfaction the life of a good citizen.

### PLAN FOR LAUNCHING A STUDENT COUNCIL \*

1. The Principal should be thoroughly acquainted with the procedure and aims of student councils.
2. The interest and co-operation of the faculty should be aroused.
3. The sentiment favorable to student councils should be developed slowly in home rooms, class organizations and in assemblies.
4. The Principal should select a temporary committee, composed of representatives from the faculty and student body, to frame a temporary constitution for a student council.
5. The constitution should be approved by the entire student body.
6. The establishing of a student council should come in response to a need felt by the students. It should begin in the simplest form, growing as the need arises and as the pupils prove their ability to handle increased responsibility.

### DISADVANTAGES

There are a number of disadvantages to any plan of student government. Many times these points make the system unworkable. Often they may be minimized or destroyed. Study and apply them to local conditions.

1. The plan causes a waste of time both on the part of faculty and student. The faculty could dominate and not worry about student participation. They would not need to guide nor supervise a student plan. The plan takes the time of the student from studies. Neither of these disadvantages should hold. It may be true that a despotic rule, at the time, may be more effective, but objections to such a scheme far outweigh the idea. Leadership can prevent students from wasting time. In fact, the time spent may be made most interesting and instructive.

2. It is often difficult to have certain types of students accept individual responsibility. There may be improper motivation, and this misdirects and misinterprets responsi-

\* From a class report in Education 235, Extra-Curricular Activities. Teachers College, Columbia University, Winter Session 1924-1925.



*Top*—Greensboro High School Student Council in session. The Council is composed of representative students chosen by methods given in the student constitution. These students have directed some very interesting and important affairs in Greensboro, N. C.

*Bottom*—Representatives of the Student Council conducting the Assembly period. The occasion is the presentation of the Mayor of Greensboro, N. C., to the student body for an address.

bility. Many times the students become too self-important and difficulties arise. This is a problem of leadership. It is unwise to thrust the plan upon a student body not ready for it.

3. As school population changes each year, it is difficult to make interpretations effective. Leadership, necessarily, is new. This is perhaps one of the hardest problems of leadership. Plan to meet this problem by electing some representatives from first year groups. Let them hold office into the succeeding year.

4. Often the student body feels that the council should have all responsibility and take every initiative step. Encourage a feeling that the council is a representative body only. The student body is the legal group in organization, and each student shares responsibility.

5. There may be too much faculty control or too little. This is a matter of local atmosphere, and no rule can be given. By experience and experiment the evaluation may be adjusted.

#### FUNCTIONS OF STANDING COMMITTEES\*

The committees which are here submitted are not meant to be exhaustive either in number or in the extent of their duties. They are merely suggestive of types of activities which will have to be suited to the individual school and they should be developed, expanded or eliminated according to the specific school situation.

1. *The Health Committee* shall create an interest in the development of positive health habits and shall provide, as far as possible, the environmental means for forming these habits. It shall keep a filing system of individual health cards and shall co-operate in the organization of a physical education program.

2. *The Publications Committee* shall have oversight over the various school publications and have charge of school publicity.

3. *The Eligibility Committee* shall recommend certain standards of scholarship which all students must attain before being considered eligible for holding office in student activities or for playing on teams. These standards shall be approved by the student council. This committee, with the approval of the council, shall remove a student from office or from a team when the student's work falls below the standards set by the committee.

4. *The Point Committee* shall regulate student participation in school activities by limiting the number of points which a student can carry. The number of points which are allotted to any activity shall depend upon the time the activity requires from the student and the responsibility it entails. The recommendations of this committee shall be approved by the student council.

5. *The Athletic Committee* shall have general supervision over school athletics. It shall promote participation by all pupils, make schedules for inter-school and intra-school programs, take charge of publicity for athletic contests and act as an advisory committee in determining the kind and number of athletic awards.

6. *The Traffic Committee* shall direct traffic in corridors and on stairways between classes and during fire drills. They shall see that lockers are unmolested, shall act as guides for visitors, and shall act as ushers for all school entertainments.

7. *The Library Committee* shall check up library passes, shall assist the librarian in giving out and receiving books, and shall have charge of conduct in the library. They shall also assist in stimulating the reading of good books.

8. *The Study Hall Committee* shall aid the study hall teacher in any service needed and shall be prepared to oversee the study hall in the absence of the teacher.

\* From a class report in Education 235, Extra-Curricular Activities. Teachers College, Columbia University, Winter Session 1924-1925.

9. *The Assembly Committee* shall assist in seeing that various school activities find expression in the assembly programs and shall endeavor to make these programs representative of school life.

10. *The Organization Committee* shall stimulate interest in the organization of worthy school enterprises. They shall investigate the merits of all organizations applying for charters and recommend to the council those they consider worthy.

11. *The Finance Committee* shall receive all funds from all student organizations. They shall make a budget of school funds and return to each organization its allotment. Each organization shall submit its individual budget for the consideration and approval by the central committee.

12. *The Committee on School Relations* shall arrange for or supervise school parties. They shall sponsor a program of welcome to incoming students and plan projects of social service for the student body.

13. *The Lost and Found Committee* shall take care of articles found in the building, shall post lists of such articles and sell at the end of the year those that are unclaimed after sufficient advertisement.

14. *The Lunch Room Committee* shall maintain an orderly appearance in the lunch room and shall provide for the relief of traffic congestion.

15. *The Honor Society Committee* shall consist of the governing board of the Honor Society and shall carry out the national aims of that organization. They shall devise a plan for the assistance of poor students and shall furnish incentive to high scholarship in the school.

## ILLUSTRATIONS OF STUDENT COUNCIL CONSTITUTIONS

### ILLUSTRATION I. Constitution of the Athens High School, Athens, Ohio:

#### CONSTITUTION

##### ARTICLE I—Name

The name of this organization shall be the Student Council of Athens Senior High School.

##### ARTICLE II—Purpose

The purpose of the Student Council shall be to direct the extra-curricular activities of the student body and to maintain and develop school spirit.

##### ARTICLE III—Membership

The Student Council shall consist of one representative from each home room, the President of the Student Body, the Vice-President of the Student Body, the Extra-Curricular Director, the Faculty Treasurer and the Principal, *ex officio*.

##### ARTICLE IV—Officers

Sec. 1. President—The President shall be the President of the Student Body.

Sec. 2. Vice-President—The Vice-President shall be the Vice-President of the Student Body.

Sec. 3. Secretary—The Secretary shall be a member of the Council.

Sec. 4. Sponsors—The Extra-Curricular Director and the Faculty Treasurer shall be appointed by the Principal and shall serve for one year.

##### ARTICLE V—Duties

Sec. 1. The Council shall charter all clubs, determine all schedules of meetings, plan assemblies, direct school drives, publish the school handbook, be in charge of all home room athletics and foster school spirit in every way possible.

## STUDENT PARTICIPATION

Sec. 2. The President of Council shall preside at all meetings of Council, preside at assemblies, and shall direct the work of the Council.

Sec. 3. The Vice-President shall preside in the absence of the President, and shall assist him in all matters beneficial to the school.

Sec. 4. The Secretary shall keep a record of attendance and the minutes of all meetings.

Sec. 5. The faculty members shall not vote, but shall have veto power. They shall advise the Council on matters requiring counsel.

### ARTICLE VI—Amendments

Sec. 1. This constitution may be amended by a two-thirds vote of the student body.

Sec. 2. Proposals for amendment may be initiated by the Council, or by a petition bearing the names of 10 per cent of the student body with the approval of Council.

Sec. 3. Notification of election and the text of the proposed amendment must be posted on the Council bulletin board at least one week prior to election.

## BY-LAWS

### ARTICLE I—Qualifications for Office

Sec. 1. The President of the Student body shall be the President of Council. He must be of Junior or Senior rank, must have at least average scholarship marks, and must have displayed qualities of initiative, executive ability and service to the school.

Sec. 2. The Vice-President of the Student Body shall be the Vice-President of Council. He shall have the same qualifications as the President of Council.

Sec. 3. The Secretary of the Council shall be a regular member of Council.

Sec. 4. The Council members must be members of the home rooms which they represent and shall maintain passing marks in at least three academic subjects.

### ARTICLE II—Elections

Sec. 1. Petitions—Candidates for President of the Student Body are placed in nomination by petitions to the Student Council, signed by at least ten per cent of the student body, the eligibility of candidates to be decided by Council. Approved candidates shall be placed in nomination by their campaign managers at a nominating assembly, held during the first month of the school year.

Sec. 2. General Elections—General elections shall be held in not less than three, nor more than eight, days after the nominating assembly. All students are eligible to vote. Candidate receiving the highest number of votes cast shall be the President of the Student Body. His term shall be for one year. The candidate receiving the second highest number of votes shall be the Vice-President of the Student Body. His term shall be one year. Both officers shall be installed during the week in which they are elected.

Sec. 3. The Secretary of Council shall be elected by the Council from their number at the first meeting of the school year for a term of one semester.

Sec. 4. Council members shall be elected by their respective home rooms during the first two weeks of the school year. Their term of office shall be one semester.

### ARTICLE III—Meetings

The Student Council shall meet once each week during the school year.

### ARTICLE IV—Amendments

These By-laws may be amended by a three-fourths vote of the Student Council,

**ILLUSTRATION II.** Constitution of the Fort Lauderdale High School, Fort Lauderdale, Florida.

(Grades 9-10-11-12)

**CONSTITUTION OF THE STUDENT COUNCIL****PREAMBLE**

We, the students of the Lauderdale High School, in order to foster a closer relationship, establish justice, promote the general welfare, provide for a more democratic spirit in all student activities, and secure the blessings of co-operation for ourselves and our posterity, do ordain and establish this constitution for the Fort Lauderdale High School.

**ARTICLE 1.** The name of this form of student government shall be the Student Council of the Fort Lauderdale High School.

**ARTICLE 2.** The purpose of this form of student government shall be to foster and promote such movements as may be for the best interest of the Fort Lauderdale High School.

**ARTICLE 3.** The representative law-making body of the student council shall consist of eight members, elected from the four classes of the high school. Each class shall be entitled to two representatives, one boy and one girl; each class shall assemble in separate session for the election of the representatives.

Section 2. The term of office for a representative shall be one year, but he may be re-elected for a second term.

**ARTICLE 4.** The officers of the student council shall be a president, a vice-president, a secretary, and a sponsor.

Section 2. The president of the student council shall be elected by the student body at large from either the junior or the senior class. He shall preside at the meetings of the council, act as judge of the student court, but shall not have the right to vote upon any question before the council except in the event of a tie.

Section 3. The vice-president of the council shall be present at all meetings of the council, but he shall not have authority to vote upon any question before the council or participate in any of the deliberations of the council, except in the case of the absence or disability of the president. In this case he shall assume full executive authority. He shall be elected by and from the student body at large.

Section 4. The secretary of the council shall be elected by the student body at large and from the student body at large. He shall keep a record of the minutes of the council, but shall not have authority to vote upon any question before the council or participate in any of the deliberations of the council.

Section 5. The sponsor shall be elected by the council from a list of the members of the high school faculty submitted and approved by the principal. He shall act as an adviser to the council, but shall not be entitled to vote.

Section 6. The term of office for the officers of the student council shall be one year, but they may be re-elected for a second term.

**ARTICLE 5.** The president, with the approval of the council members and the sponsor, shall appoint such committees as may be necessary.

**ARTICLE 6.** The council shall meet in regular session at a time appointed by the principal. Special meetings may be called by the president at the request of a majority membership and the sponsor.

**ARTICLE 7.** This constitution may be amended by a two-thirds vote of the student body and afterwards approved by the principal.

**BY-LAWS**

No. 1. Two-thirds of the council membership and the sponsor shall constitute a quorum.

## STUDENT PARTICIPATION

No. 2. There shall be no fees for membership in the council.

No. 3. For the nomination of a candidate for president, vice-president and secretary of the student council, a petition written and circulated by any student and signed by thirty students of the high school will be required. The petition, after having been properly signed, should be submitted to the principal five days before the election.

No. 4. The action in all matters pertaining to finance, school policies, discipline and other findings of the council shall be subject to the approval of the principal.

No. 5. Roberts' Rules of Order shall be considered an authority in all parliamentary matters not covered by this constitution.

No. 6. Every student shall report to the meetings of his class, and the roll shall be called. Absent members shall present an excuse to the council approved by the principal. The class sponsors shall be present at all class meetings.

No. 7. The student council shall constitute the student court; the student court shall try all cases of disorder coming under its jurisdiction.

No. 8. Each student shall pay a poll tax of five cents which entitles him to vote in all elections for the year.

No. 9. These by-laws may be amended in the same way that the United States constitution may be amended.

No. 10. This constitution and by-laws shall become effective when ratified by a two-thirds vote of the student body and approved by the principal.

No. 11. All penalties placed upon students before being carried out must be submitted to the principal in writing for approval.

### ILLUSTRATION III. Student Government Constitutions, Greensboro High School, Greensboro, N. C.

We, the student body of the Greensboro High School, in order to establish and maintain high standards of honor, encourage the loyal support of students and citizens, create a respect and ambition for higher scholastic attainments and to provide a medium between students and faculty, do ordain and establish this constitution for the co-operative organization of the student body of the Greensboro High School.

#### ARTICLE I—Section I

Students of Semesters II, III, IV, V, VI, VII, VIII are members of this organization, with full power to vote.

Section II. Students of Semester I are associate members with privilege to attend meetings, but not to vote.

#### ARTICLE II—Section I

The Executive body of this organization shall be a student Co-operative Council, composed of eleven members elected for a term of one school year, as follows:

1	representative from rising	Semester	II.	
1	"	"	"	III.
1	"	"	"	IV.
1	"	"	"	V.
1	"	"	"	VI.
2	"	"	"	Senior Class.
1	"	"	"	Boys' Athletic Association.
1	"	"	"	Girls' Athletic Association.
1	"	"	"	High Life Staff.
1	"	"	"	Student Body at large.

Section II. Representatives will be chosen by their respective organizations or in the same manner as their other officers are elected, except the representative from the Student Body. Every member of these organizations, in good standing, is eligible for these offices.

Section III. The representative from the Student Body, who may be a member of the rising III, IV, V, VI, VII Semester shall be chosen in the following way:

1. A nominating Committee, composed of representatives from Semesters II, III, IV, V, VI, VII, VIII, shall nominate two candidates, and the Student Body shall nominate a third candidate. This representative shall be chosen from these candidates by a secret and signed ballot.

Section IV. The candidate thus elected shall be the President of the Student Council, with full power to vote, and also President of the Student Body. The Secretary of the Council, chosen by the Council from their own number, shall also act as Secretary of the Student Body and shall preside over meetings of both organizations in the President's absence.

Section V. These officers of the Council shall be elected during the last month of the school year and enter upon their duties at the opening of the fall term.

#### ARTICLE III—Section I

The duties of the Council shall be to carry out the intents and purposes of the organization as expressed in the Preamble.

Section II. A two-thirds vote of the Council is necessary to carry out any measure.

#### ARTICLE IV—Section I.

The action of the Council is subject to the advice and approval of the principal.

Section II. There shall be an Advisory Faculty Committee composed of two members, one of whom is chosen by the Council and the other appointed by the principal, who may attend meetings but shall have no power to vote, and they shall have due notice of all meetings to be held.

#### ARTICLE V—Section I

The Council shall hold regular meetings at chapel period on the first Thursday of the school month, and other meetings at the call of the President.

#### ARTICLE VI—Section I

This constitution may be amended upon recommendation of the Council, confirmed by two-thirds majority of the Student Body.

### A SUMMARY OF THE ACTIVITIES OF THE HIGH SCHOOL STUDENT COUNCIL FOR THE YEAR 1919-1920

NOTE: From a bulletin issued by The Lincoln School of Teachers College titled "The Student Councils," published 1922, a list of the activities of the Student Council is printed. This list shows many of the possibilities of the student council plan.

"At the close of the school year, the Student Council desires to give this summary of the activities of the committees for the year.

1. Lunch Room: Small cards were placed on each table to remind pupils to put papers in basket, and to keep the tables in orderly fashion.

2. Lost and Found: A department for lost and found property was established.

3. Bulletin Boards: All the bulletin boards were placed on the fifth floor, and a committee was appointed to take care of them.
4. Publication Committee: A publication committee was appointed to keep all classes informed about the actions of the council.
5. Christmas Program: The council co-operated in the Christmas Bazaar which was held to raise funds for the assistance of several needy organizations.
6. Committee on Fire Drills: Last fall a committee was formed to help in the betterment in the fire drills. An assembly was held in this connection.
7. Committee on Fire Drills: Another committee was formed, this spring, to co-operate with the teachers' fire drill committee.
8. Charter Committee: The Science Club was chartered.
9. Silver Bay Delegates: The council co-operated with the director of the school in forming the plans for sending delegates to the Silver Bay School.
10. Entertainment of Delegates from Silver Bay: The council had full charge of the entertainment of the Silver Bay delegates, giving them a party and a luncheon.
11. Influenza Campaign: The Council conducted a campaign for money during the winter to give relief to sufferers from influenza.
12. Indoor Athletic Meet: In the indoor meet the council co-operated with the Athletic Council.
13. Third Floor Problem: The council co-operated with the Elementary School Council in an exchange of committees to improve the order on the third floor.
14. Deportment Committee: A committee was formed to hear cases of pupils reported to them as doing something not in the spirit of the school and to report such cases to the council.
15. Seventh Floor Lunch Room: The seventh floor lunch room was opened after the council presented to the lunch room manager the arguments for a supplementary lunch room.
16. The Referendum Vote on Pageant: The council held a referendum vote throughout the High School and voted in favor of holding an outdoor school pageant.
17. Song and Cheer Committee: A song and cheer committee is now working on songs and cheers for use by the school.
18. Library Committee: A library committee was formed to help collect over-due books.
19. Picnic: A council committee is making plans for the coming High School Picnic.

20. Assembly on Year's Work: An assembly where the council will present its report of its year's work will be held on Tuesday, June 1, 1920.

21. School Insignia: The Insignia Committee has held meetings, but its report will be considered later in assemblies of the whole high school.

Signed by

THE HIGH SCHOOL COUNCIL,  
Publication Committee."

Opportunities are given all pupils to get training in group responsibility and leadership through the class organizations. Each class has regularly one period a week for class meetings, and a second weekly period is available when needs arise. The class adviser, one of the teachers, attends the meetings of his class. Student officers are elected and all matters pertaining to class business and interest are managed. This organization is more informal than the council. There are no class constitutions, but parliamentary procedure is followed and minutes are kept. The suggestions of the class to its council members come from class discussions. The practice of having the class units manage their own affairs has been of help in preparation for the work of the Student Council. The groups are small enough so that even shy and self-conscious pupils make their contributions to the group. Leaders among the pupils are thus discovered and developed; if they do not serve their class well, they will not be elected to the council.

The council in turn uses the class meetings to carry out plans and decisions. Members report directly to the class; chairmen of committees attend class meetings to arouse interest in their projects or to get suggestions about methods of work. The "Lost and Found" and the "Library Committee" regularly use these meetings to return property and announce delinquents. The development of a strong spirit through these informal organizations is a safeguard in keeping pupil participation democratic and in keeping out politics by training leaders who put service and group interest above personal ambitions.

## BIBLIOGRAPHY

ARCHER, C. P., "School Government as an Educative Agency." *School Review*, June, 1923.

A survey of high school student councils in Iowa. Gives many constructive suggestions found from these practices.

BENNETT, H. S., and JONES, B. R., "Leadership in Relation to Intelligence." *School Review*. Vol. 31, pp. 125-128. February, 1923.

A plea for student government as one of the best assets in training for good citizenship.

BENNISON, MILTON, "Training for Citizenship." "National Education Association Proceedings and Addresses." Vol. 62, pp. 915-916. 1924.

Demonstrates that the best way to teach citizenship is through the practice of it in school participation in government.

BOWDEN, A. O., "Student Self-Government." *School and Society*, July, 1918.

A statement in favor of self-government based on gradual growth and development.

BRADLEY, J. H., "Student Practicing Citizenship in Lindsay High School." *Educational Administration and Supervision*. February, 1923.

Description of the plan used in the Lindsay High School, Lindsay, California.

CARDEN, A. M., "Center of Student Activities." *Education*. Vol. 38, pp. 14-17. September, 1917.

A six-year trial of student government with faculty supervision.

CLAPP, H. L., "Pupil Self-Government." *Education*, April, 1918.

Argument for student participation in order to develop the needed qualities in citizenship.

CUBBERLY, E. P., "The Principal and His School." Houghton Mifflin, 1923.

The book contains a number of chapters of interest to leaders of extra-curricular activities.

FRETWELL, E. K., "A Survey of the Extra-Curricular Activities in the Boys' High Schools of Baltimore." "Baltimore School Survey." Vol. III, pp. 101-110. Albrecht Co., Maryland, 1921.

This reference has been given before, but it contains what is being done in Baltimore with student government.

GLASS, J. M., "Socializing the High School Administration." *High School Quarterly*. Vol. 8, pp. 247-256. July, 1920.

A plan to direct social influences through school practices.

HORST, H. M., "Student Participation in High School Government." *School Review*, May, 1922.

Another discussion for the advantages in student government. Especially emphasizes initiative and leadership.

JACKSON, N. A., "Pupil Government in Secondary Schools." *Education*. Vol. 42, pp. 198-210. December, 1921.

Information from a questionnaire sent to more than a hundred high schools. Arguments for both sides are presented.

JONES, H. W., "Student Co-operation in School Government." *School and Society*. Vol. 13, pp. 251-257. February, 1921.

The plan of action in the Walla Walla High School, Walla Walla, Washington.

KERR, MINA, "Student Government." "Proceedings, National Education Association," pp. 358-361. 1920.

A good discussion of the pros and cons of student government. Suggestions for guidance into the plan.

KIRKMAN, C. A., "A Rural School Experiment in Self-Government." *Journal of Rural Education*. Vol. 2, pp. 25-29. September, 1922.

The story of how an unruly school was made one of the best in the community.

LINCOLN SCHOOL, "The Student Council." "Lincoln School of Teachers College Bulletin." 425 W. 123rd St., New York City. 1922.

A plan for student and teacher co-operation. Gives many fine suggestions. Presents a constitution and shows the activities.

PICKELL, F. G., "Training for Citizenship Through Practice." *The School Review*. Vol. 28, pp. 518-528. September, 1920.

The story of student government in the Lincoln, Nebraska, High School.

SMITH, R. R., "Three Experiments in Pupil Self-Government." *Education*. Vol. 37, pp. 230-234. December, 1916.

The results of student council organizations in three different situations. It shows where they succeeded and failed.

WOODWARD, MABEL C., "Student Government at Western High School." *Detroit Journal of Education*. Vol. 3, pp. 230-231. January, 1923.

A full explanation of the workings of student government in this school. Gives some valuable suggestions.

Note the references in the general bibliography on Extra-Curricular Activities in Part I. Many of these references give information on this topic.

Address of publishers listed on page 397.

## TOPIC 11

### ASSEMBLIES

General Presentation  
Purposes and Values  
Hints for the Assembly Period  
Types of Assemblies  
Illustrations of Assemblies  
Bibliography



## TOPIC 11

### ASSEMBLIES

The Assembly has been a part of School activity for a long time. The past few years has witnessed a changing idea and use of the Assembly period. The old plan consisted of bringing the pupils together for a short religious exercise and giving the principal his desired opportunity for words of advice or scolding. The program, the same for every day, ran something like this—march, seating, prayer, song, Scripture reading, interpretation, song, announcements, talk by principal—then away to the day's work. There were many values to these exercises, they served their purpose, and many times did it well. Under the inspiration of the principal and his talks many pupils found desire to carry on. Then, too, the monotony of the exercises drove many pupils to dislike the period. They knew it as a time for moralizing and scolding. They soon lost interest in all that the school was attempting to do. It drove many away.

There is a new way and new values to the assembly period. The wide-awake principal and leader recognizes this. The old ideas and methods are giving way to the newer values and interpretations.

The characteristic trend of the time in making the assembly a new activity is well expressed in the following quotation: \*

"The morning exercise is a common meeting ground; it is the family altar of the school to which each brings his offerings—the fruits of his observations and studies, or the music, literature and art that delight him; a place where all co-operate for the pleasure and well-being of the whole; where all contribute to and share in the intellectual and spiritual life of the whole; where all bring their best and choicest experiences in the most attractive form at their command."

#### PURPOSES AND VALUES OF THE ASSEMBLY

1. If the school is a social organization, then anything that tends to bring unity and make the individual feel his relation to the whole group is worth while.
2. Much of the day is spent in the school and it would seem essential to unity, harmony and success that there be a time and a place for coming together. Each grade is isolated by necessity, departmental work checks larger socialization, the larger the numbers the harder it is to develop school consciousness some time. The assembly offers an effective avenue in a wholesome direction.

\* Martha Fleming, "Purposes and Values of the Morning Exercise," in "The Morning Exercise as a Socializing Influence." Frances W. Parker School Yearbook, Frances W. Parker School, Chicago, Ill.

3. There are opportunities to bring about a community of interests. The new assemblies give opportunity for the various units to bring their activities before the whole group. Where understanding of duties is clear, the best of socialization should result.

4. The assembly offers conditions for cultivating powers of expression before larger groups. An audience with pupils having something to say and do offer valuable educational circumstances.

5. The work involved in preparing the assembly is valuable to the student. Team-work, togetherness, and group action is expressed.

6. Gives the student a chance to develop the artistic in expression—in pageantry, color, form, beauty, plays, debates, and the like. It aids in stirring the imagination, leading to vivid mental action, and trains in effective speech and control of expression.

7. The assembly brings the best situations to develop music appreciation in a community way. Assembly singing, musical numbers, orchestra selections, and so on, bring the student into a fuller appreciation.

8. The exercises, being short, demand preparation and organization of thought. There must be harmony in presentation, and the time element should be effectively proportioned. Where the program is worked out orderly, carefully, and timely—it then gives its best elements for a successful reception.

9. The assembly programs should grow out of the daily work of the school, the vital interest activities of the students, or the results of experiments and observations. They are usually developed from these lines of study. History would offer opportunities in programs of dramatization, travel, current events and others. In Science, experiments could be given the student and demonstration of scientific studies made. The English class may contribute story-telling periods, correct speech, plays, and literary topics.

10. Instead of interfering with the school work, these periods should offer emphasis, reinforcement and vitality to school procedure.

#### HINTS FOR THE ASSEMBLY PERIOD

1. Have the assembly program well organized as to time and content.

2. Place the responsibility of the program on the student as far as possible. Of course, there should be faculty supervision.

3. Divide the activities of the assembly time between the various home rooms, classes, organizations and other units in the school. Whenever any group has anything valuable to produce, try to arrange an opportunity for their appearance.

4. At every program have someone responsible for what goes on. The leader should know what is going to take place and whether it is in shape for production.

5. Look ahead and utilize every opportunity possible for turning curricular activities for extra-curricular uses as topics for assembly programs.

6. Try to arrange programs so as to encourage as many pupils as possible to take part. Do not let the responsibility fall on a few. The more participating the better the ultimate result.

7. When exceptional treats come to the community from the outside and are available for school use, do not lose the opportunity. Give the students every advantage that presents itself.

8. Do not mistake advertisers who use the assembly period to sell their wares. Make a distinction here. Know what is going to be put on.

9. Make announcements as few and as brief as possible. Do not allow trivial things such as individual wants, lost and found notices, to be given as announcements. Have bulletin boards for this.

10. Now and then the principal or a faculty member may have charge of the period and give intimate talks to the students. This is always helpful.

11. It should not be a time for scolding. Unpleasant things may be handled in many other ways. Scolding in this way seldom accomplishes anything constructive;

in fact, there are so many not interested nor involved, and it creates curiosity and stirs up the whole student community.

12. There is an opportunity to control athletics here. The real sportsmanship spirit may be studied and impressed. Pep meeting can be held. Awards made for athletic achievements. The winning team given a school rally.

13. There is opportunity to present to the student body school projects of a community nature—such as clean-up campaigns, health work, community fair, festival days, thrift campaigns, and many others.

14. From surveys made on the assembly there seems to be a tendency in practice to have one assembly each week one hour in length instead of one each day for fifteen minutes. It is not necessary to have the whole group assemble every day. Notices of importance may be handled by printed notices.

15. Do not let the students have the idea that the events call for prolonged and hard practice. They should not assume the "big performance" state. Rather cultivate simplicity in interesting and pleasant ways.

16. Best practices place the responsibility of the assembly program in the hands of a committee of faculty and students.

17. The opportunity to teach public conduct should not be overlooked. Stress this and handle situations tactfully. Work out a code for conduct and have students to see that it functions. Do not make it a matter of discipline.

18. There is no need to neglect other work for these events. Many times the entire grade is disturbed for weeks in preparation. Plan the event and go at it with earnest and insistent effort. There is no need for overexcitement nor overexertion.

19. Where possible, have a few assemblies out of doors. This is difficult but is worth trying. If the program is interesting, it will hold the student body regardless of the other distractions about. Make a program of this type short and to the point, for the students, no doubt, will have to stand.

20. Where the programs are interesting, it will be worthwhile to study the lack of tardiness and truancy on those days.

21. Invite parents and the community to most of these occasions. Have some space set aside for them. Have student committees to see that they are welcomed and looked after. Make them feel at home.

22. It is always proper to have a formal opening if wished. A song, Scripture reading without interpretation, and the like, have a place. Do not make the assembly period possess the atmosphere that it is especially a religious exercise. All exercises and teaching should be religious.

23. The principal should keep a guiding hand on the exercises. They offer him one of the finest opportunities to control the whole school situation. He can make the tone of his school and can establish firm and lasting impressions of leadership.

24. Above all else, keep in mind the big fact that the assembly is for the pupil and not the faculty. Make it a feature looked forward to by all. Let it be a genuine treat every time and full of wholesome good times and educational profits.

### TYPES OF ASSEMBLIES



There is endless material from which Assembly Programs may be constructed. The teacher-leader and the student with initiative and imagination may find valuable material in most every activity. A few types are stated as suggestive sources:

1. Programs growing out of Curricular Activities.

a. In history—dramatization of an historical episode—settlement of a state, framing the Constitution, the first steamboat—and so on.

## STUDENT PARTICIPATION

- b. In geography—map-making, dress of other peoples, products of other lands, chief industries of United States, demonstration of the use of a compass, and the like.
- c. In mathematics—picturing leading mathematicians, constructing simple materials, mathematics as applied to geography, etc.
- d. In the languages—Good English programs, book reviews, short plays, greetings in other tongues, anti-slang program, and so on.
- e. Unusually attractive programs may result from the work in the Departments of Art, Music, Domestic Science, Manual Training, and the like.

Whenever a class feels that it has something of value to offer, effort should be made to give it a place on the Assembly Program calendar.

#### 2. Programs growing out of Extra-Curricular Activities.

- a. Clubs—where any club, say the Radio Club, Bird Club, First-Aid Club, or Art Club, has something to offer, it should be worked up and presented to the Assembly Program Committee for action. Many very interesting programs come in this way.
- b. Athletics—pep meetings, election of Athletic Association officers, programs of good sportsmanship, yells, songs, awarding athletic honors, etc.
- c. Publications—editing a newspaper, annual announcements, exchanges, collecting news, election of officers and editors for the various forms of publications, others.
- d. Student Participation in School Government—student council meetings, business meetings, election of officers, important school affairs, call meetings, creating school morale, debate on issues of student participation, and so on.

There are other phases of extra-curricular activities. If they offer material of value, try to have them given an opportunity for presentation.

#### 3. Programs from Outside Sources.

- a. Lectures—national, state, county and local leaders in all phases of life. Where there is special opportunity to present someone who can interest the students use it. Do not allow the speaker merely to advertise a movement or stir the students to prejudice.
- b. Club Programs—the Rotary, Kiwanis, Woman's Club, or Parent-Teacher Association may put on a unique program. Do not have speaking—give a program of activity.
- c. Music Talent—the local forces in music appreciation may give concerts, community sings, orchestra selections, vocal selections, and the like.

Utilize the forces outside the school. Try to have them see the idea in the new assembly. There are many opportunities to make lasting contacts of school value through such channels.

- 4. Special Day Programs—the school has the opportunity to recognize these special days through the Assembly Programs. Topic 12 deals with material for this type. Every special day may be made the source for good assembly program material.

- 5. Agencies Supplementing the Activities of the School—Part VIII is given entirely to this subject. Every one of these organizations offer interesting and instructive material to use. Should there be any of the sources organized, they may give a program from their activity.

- 6. Miscellaneous Subjects—a moving picture entertainment, health exhibit, first-aid demonstration, impromptu debate, school sing, some folk-dances, faculty program, thrift lessons, modern inventions, alumni meeting, stunts, lessons in good manners, current news, a program of poems, and numerous other topics.

Every event, situation, or condition may offer program material. The idea is to get away from the formal programs of speech making, announcements, and singing. Make the programs full of activity and interest. Have them unique and responsive.

Strive to make each one a contribution of value to the student in happy growth. Be sure that the program abounds in pleasure-making, as well as profitable, opportunities.

### ILLUSTRATIONS \*

1. *A Cross Section of the Ninth Grade Day.* The ninth grade gave an assembly in which they told the high school about the work they were doing. This was suggested by the chairman of the high school assembly committee. He asked the grade on Thursday to give an assembly the following Tuesday. The class chose the pupils to explain the work in each subject. With discussion and suggestion from the class adviser, three-minute talks were planned. The program gave the audience an excellent picture of the curriculum of the ninth grade as well as each speaker's general understanding of his work. A ninth grade pupil presided and members of the class spoke on the following topics:

A Ninth Grade Day—the daily program.

Biology—the rat pest.

Physical education—boys.

Physical education—girls.

The library.

Mathematics—indirect measurement, illustrated with charts.

Song by Ninth Grade—the "Uninhabited Island."

Industrial Arts and Vocational Guidance—illustrated with demonstrations.

French—given in French.

English.

Fine Arts.

Household Arts and Fine Arts—illustrated with charts.

Household Arts.

Social Studies.

2. *A High School Poetry Assembly.* A Poetry Assembly was given to the elementary school by members of the twelfth grade English class. It grew out of a study of poetry, particularly the reading of poetry. The twelfth grade English class had begun to develop skill in appreciating verse. They wished to try their power on someone else. The following program was given:

The Charm.

Cradle Song.

Jane.

Mrs. Murphy—from "Jane, Joseph, and John," by Ralph Bergengren.

Parents—Mary and Maizie Frazier.

Mabel Maud Diminish.

The Googlewat with the Purple Spot—from "The Bravest Thing in the World," by Lee Pape.

The Raggedy Man—James Whitcomb Riley.

The Gardener's Song—from "Sylvie and Bruno," by Lewis Carroll.

The Wind and the Moon—George MacDonald.

The pupils of the elementary school wrote enthusiastic letters, even going so far as to take a vote on the most popular readings. Lewis Carroll was first, with James Whitcomb Riley a close second.

3. *The High School Science Club Assembly.* The science club of junior high school boys gave an assembly, describing the work done in their meetings, which are held after school, but under the supervision of a science teacher. Except for the first two talks the points were illustrated by demonstrations. One boy made salt, another performed some simple tests for unknowns, another explained an exhibit arranged to show different kinds of glass blowing. The parts of the wireless receiver were all

\* These illustrations are from a bulletin issued by the Lincoln School of Teachers College, "Some Uses of School Assemblies," 1922.

## STUDENT PARTICIPATION

"school made," and the demonstrator told the history and cost of each part and invited the audience to come up afterwards and listen through the receiver. The program follows:

- Aim and Organization of the Club.
- Snakes—a sample report of the biology division.
- A series of chemical experiments.
  - Making of salt.
  - Unknowns.
  - Thermometer and glass blowing.
  - Batteries.

Summary of work in chemistry division.

The wireless set and an account of the work done in the wireless division.

4. *Fine Arts.* It is the aim of all the fine arts teaching to show the pupils that art is a fundamental part of life, by having them use every opportunity for real art expression. The class giving the assembly usually arranges the auditorium and stage, although sometimes an older group is chosen to do it for the whole school, as at the Christmas assembly, where each class was represented on the program. First, the materials to be arranged are collected and the class discusses with the teacher the different ways in which the materials look well, meanwhile trying them out. Good spacing, color harmony and practical ways to put up the materials are thought out. Committees are then appointed and all set to work to do their part. The art teacher and class act as their own critics during the hour. Necessary changes are discussed before making them, so that critical judgment has an opportunity to grow through constant exercise.

The high school gave an assembly, showing the work of the fine arts department. Pupils from different grades gave talks on these subjects:

- Clay as a medium of expression.
- Art in stage setting.
- The Greek play.
- Work in graphic arts.
- School advertising.
- Christmas card sale.

Art in the home.

Representation as a helpful means of expression.

Christmas work.

5. *Student Council Assemblies.* During the past year the high school pupils have conducted three student council meetings in assembly. At the first, held early in the fall, the committees of the council reported on their plans for the year; a twelfth-grade pupil acted as chairman. The following program was given:

- The Lost and Found Dept.—Fred.
- The Standing Committees—Helen.
- Library.
- Luncheon.
- Bulletin Board.
- Fire Regulations—Teacher.
- Committee on Standards—Frederica.
- Enforcement of Standards—Gilbert.
- Committee on Enforcement of Standards—George.

A second assembly of this type was held to discuss and decide upon the following matters:

- Announcements.
- Motion to have editor and business manager of "Lincoln Lore" appointed in the spring for the coming year.

Amendment of constitution, Art. 3, Sec. 1 (to have the chairman elected by the students instead of appointed by the teachers).

Insignia.

Discussion of qualities making up good citizenship.

Ranking of athletics.

A third assembly of this type was held to discuss plans for the school paper. The high school English teacher talked on "What we are trying to do and how we are doing it," and the business manager, a student, told about his work and plans.

The elementary pupils have fewer assemblies of this type. Stimulated by the teachers who felt that the pupils needed to think of the elementary council more as their executive and less as a disciplinary body, two elementary council meetings have been held in assembly. One was held early in the fall when the constitution and council laws were read and the council members answered questions from the floor. Another was held later in the year to discuss statements written by each grade about the value and place of the elementary council. The chairman of the council, a sixth-grade pupil elected by the council members, presided at both these meetings.

6. *Public Events Assemblies.* The high school has had eight assemblies of this type during the past year. A political mass meeting with campaign speeches for each political party made by the pupils; a Thanksgiving program; a thrift program; a report on the European relief fund drive; a debate; "*Resolved*, that an increase from five-cent to a seven-cent fare is necessary for the New York subway"; three Christmas programs, one musical, one play and a report of the Christmas activities carried on by the high school.

#### STUDENT WRITE-UPS OF REPRESENTATIVE ASSEMBLIES \*

(from the *Horace Mann Record*)

##### HOME TALENTS

Last Friday's chapel gave us a good example of what is rapidly becoming an interesting and permanent addition to our assemblies. The program, as you will remember, was given by girls of the school, and it stands out, in our mind at least, as one of the most entertaining we have had this year.

We all admit that it is a profitable and broadening experience to hear outside speakers; it is in this way that one of our most important contacts with life outside our own limits is made. But it seems to be even more pleasant to attend an assembly organized and presented by our own schoolmates. Up to this time we have had several such: the political rally, a small edition of a G. L. rally, and Friday's travelogues.

More than the enjoyment which results, no uncertain amount of training is derived, as has been said many times before. The conventional reasons are that the abilities for organizing and delivering a speech, poise, and self-confidence are gained. These assets cannot be too strongly emphasized, for they are invaluable in later life as well as in school.

These democratic chapels fulfill the demands both of entertainment and of instructive value. Let's have more of them!

##### TRAVELOGUES

Our glorious summer vacations are most completely buried by now under layers of work and a frosting of fall pleasures. "Them days is gone forever," says the cartoonist, but in last Friday's chapel, members of the first, second, and third years brought back recollections by giving us an interesting account of their travels. Lantern slides pictured the various scenes, while the girls told us their experiences in such places as Norway,

\*Illustrations from a bulletin issued by Horace Mann School of Teachers College, "Training in Citizenship in the Horace Mann School," 1925.

## STUDENT PARTICIPATION

Switzerland, California, Alaska, etc. We also in this way swallowed many sugar-coated pills of knowledge.

Having our assemblies conducted by the students has been in vogue of late. We approve heartily, for with the self-praise and indulgence common to most humans, we seem more readily to appreciate our own efforts than those of strangers (unless the latter measure up to our fastidious taste!). Besides this, it is excellent training for the performers, who learn to master that "sinking feeling" often felt on the dizzy heights of the platform.

JAMES BRYCE

The various Modern Problems and History classes had already had a perfunctory acquaintance with Viscount Bryce, through the study of his "American Commonwealth," but on Tuesday last, Lucy M., in a short résumé of his life, gave us a better conception of the great Englishman who has so recently died.

In his breadth of training and scientific knowledge, James Bryce represented the many-sided public man, who is all too rarely represented in our American politics. In his attitude as British Ambassador and in his "American Commonwealth," his exposition of our weaknesses as well as of our successes was done in so kindly a manner as to establish Mr. Bryce as a firm friend of the United States. To multitudes of Americans he remains the ideal ambassador—a tribute to the sympathy and understanding which he bore to this country.

**"ONE FORMER IS WORTH A THOUSAND REFORMERS"**

Read it again. One former of what? In this case, of Desirable School Habits. Mr. Pearson<sup>1</sup> launched the new drive when he introduced the following points, drawn up by a committee of teachers.

Habit one: the suppression of all unnecessary interruptions. How many times do we interrupt speakers, try to help a reciting "one-of-us"?

Habit two: the immediate response to an authoritative signal. Miss Bacon's bell, the Juniors' bell, the Seniors' whistle. A word to the wise—

Habit three: the checking of needless discussion. Dean Russell counsels: "Develop the spirit that shall put the public good ahead of personal gain." You be the first to do it.

Meet habit four: the insistence on doing the thing agreed upon by the group. Need more be said than the all-American, Horace Mann principle, "Majority Rules"?

Habit five: the encouraging of voluntary leadership and fellowship. Horace Mann's proudest accomplishment is self-government. This must be continued and encouraged. With apologies to Robert Louis Stevenson, I misquote:

This world is so full of a number of things,

That if we're good followers, there's no need of kings.

Last, habit six: the checking of unnecessary confusion and noise in the corridors.

FORM the Habits. REMEMBER: no unnecessary interruptions; the Signal; no needless discussion; join the Majority; Leadership and Fellowship; the Corridors.

Again, "One former is worth a thousand reformers." It was said by Horace Mann, it applies to Horace Mann, it's up to Horace Mann.

**WILL YOUR CARELESSNESS**

Get you if you don't watch out? There has been much suspense at school during the past few weeks as to the significance of D. G. H. All sorts of things had suggested themselves, but it required almost an entire chapel period to clear up the mystery.

After being introduced to the "Five Deadly Ghosts," by Dorothy A., "lux data est." "Don't Get Hurt" was the meaning of the three cryptic letters. Accidents incurred by asphyxiation, drowning, fire, falling from heights and automobiles, proved to be the "Deadly Ghosts."

The entire program was executed by the Fourth Year History Class. After several cheers whose slogan seemed to be, "Your carelessness will get you if you don't watch out," Dr. Paine, the inspiration of the movement for education regarding accidents, was introduced to us. He told us in detail of the astounding accident situation in this country. New York seemed to be the greatest sufferer, and young children to provide the largest number of casualties and accidents. Electricity, railroads, gas and automobiles collect a harrowing toll. Dr. Paine firmly drove home the fact that "this must be eliminated, because it is unnecessary."

The Modern Problems class and the Civic League campaigned during the "Safety Week," which followed Dr. Paine's talk.

On every floor one was greeted by admonishing, and somewhat awe-inspiring posters. Several days at noon "The Charge of the Light Brigade" could be seen and heard in the form of many Deadly (and rather boisterous) Ghosts parading the halls. Thanks to Mr. Hatch's class and the League, the school was kept well aware of the importance of that week.

Your carefulness will save you  
IF YOU DO WATCH OUT.

### SELECTED BIBLIOGRAPHY

"The Morning Exercise as a Socializing Influence." *Frances W. Parker School Yearbook*. Frances W. Parker School, Chicago, Ill., 1913.

Sets forth the history, purposes, values, and trends of the assembly idea. Numbers of effective illustrations.

"Some Uses of the School Assembly." Lincoln School of Teachers College. *Bulletin*. New York City, 1922.

Many interesting illustrations, some of them in full detail.

"Training in Citizenship." Horace Mann School of Teachers College. *Bulletin*. New York City, 1925.

A very valuable bulletin for the leader interested in citizenship training. Gives an account of the Assembly Period in the Horace Mann School.

"Baltimore Survey." Vol. II, pp. 90-111. 1920.

What is being done in the Baltimore schools with the assembly period. Written by E. K. Fretwell.

FRETWELL, E. K., "Survey of the Public School of Philadelphia." Vol. IV, pp. 135-141. The Public Education and Child Labor Association, 1720 Chestnut Street, Philadelphia, Pa., 1922.

A survey of the assemblies in the eleven high schools of Philadelphia.

CUBBERLY, E. P., "The Principal and His School." Chapter XVIII, "Use of the Assembly Period." Houghton Mifflin Co., 1923.

A very interesting discussion of the assembly with special attention given to types.

FRETWELL, E. K., "The School Assembly." *Sixth Yearbook. National Association of Secondary School Principals*. pp. 147-154. 1922.

Gives the aims of the assembly period along with recommendations.

DAVIS, C. O., "Citizenship and the High School." *Educational Review*. Vol. 61, pp. 214-223. March, 1921.

The part of the assembly in citizenship training.

EVANS, E. F., "What to Do With the High School Assembly." *School Review*. Vol. 31, pp. 282-286. April, 1923.

The result of a survey of the High Schools of Kansas in regard to assembly practices. Gives some good suggestions.

IMBODEN, SARAH M., "An Assembly as a Means of Vitalizing School Work and Conduct." *School and Home Education*. Vol. XXVIII, No. 9, pp. 332-338. May, 1909.

NIFENECKER, E. A., "The School Assembly—a Handbook for Auditorium Exercises." Board of Education, New York City, 1917.

## STUDENT PARTICIPATION

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION, "Student and Faculty Activities." "Manual for High Schools," pp. 95-117. 1923.

PRINGLE, R. W., "The Assembly"—in his "Adolescence and High School Problems." Chapter XVII, pp. 307-317. Heath, 1922.

ROGERS, K. W., "Experiments with School Assemblies." *Journal of Education*. Vol. XCIV, No. 12, pp. 311-315. October, 1921.

Addresses of publishers listed on page 397.

TOPIC 12  
SPECIAL DAY CELEBRATIONS

Brief Outline of Types  
Suggestions  
Practical Material  
Bibliography



## TOPIC 12

### SPECIAL DAYS

In the life of most people there are special days which because of some event have been marked with distinction from all other days. The high spots of a nation's history are mostly celebrated by that nation's people. A state, a county, a town, a home, or an individual, each may have its special days. Racial festivals have featured history from time immemorial. The church through its progress has marked sacred many days. Each institution uses these days to build morale through celebrations of one kind and another.

The school has the advantage point in making effective these special days. The significant factors may be brought forward with the group and while strongly impressing the individual tend to mold civic consciousness. It will be well for the leader to ask the question—Why this day or that set aside for special recognition? Study the facts which make the day significant. Catch the spirit of the times in which the event occurred and the effect of it on the life of people. Note the life of the people then—their aspirations, hopes, customs, and activities. What are the lessons in it for today? Wherein may student life be effected or how may it be supplemented with the spirit and work of the school?

It is all important that the leader finds out—Why the special day? Why celebrate Washington's Birthday? Lincoln's Birthday? Armistice Day? Labor Day? Christmas Time, and other Days and Times? Why have these days stood the test of time, and why are they significant in the lives of people today? What are the characteristics needing development? How may the significant factors be perpetuated? What do our boys and girls need to gather from them? Have we any days that are losing their power as new conditions confront us? Are we abusing the use of any special days? Can't we catch their meaning and still celebrate them as festival times? It is necessary that we think about these things and let them guide in planning effective programs of special day activities.

Special Days are generally divided into the following groups:

Patriotic Days—Independence Day, Washington's Birthday, Memorial Day, Armistice Day, and the like.

## STUDENT PARTICIPATION

Religious Days—Christmas, Thanksgiving, Easter, and special Denominational Days.

Topical Days—Labor Day, Arbor Day, Flag Day, Mothers' Day, May Day, and so on.

Institutional Days—Founder's Day, Home-Coming Day, Commencement Day, etc.

Organization Days—Rotary Day, Child Welfare Day, Book Day, and many others in this field. Many of these agencies sponsor Weeks.

Each Day has its value. What is it? Is it worth stressing in the school? If so—then give it some special attention in some form of special program.

## SUGGESTIONS

1. Note suggestions made for the commencement program. Many of them may be used to advantage here.

2. To catch the significance of the day is all important. This must be carefully studied and stressed. There has often been abuse along this line of thought.

3. It is not necessary to waste days and days in preparation. Study out a carefully planned program and push it forward.

See that it embodies the fundamentals of the day. Stress these. Lead the celebration to the significant factors in it.

4. Have the program well planned and organized. So well that no one person will have an over share to do. Small committees with special tasks are essential.

5. Have a program where a large number may participate.

6. Study the talents of the school and where the talents are needed call them into action.

7. Where possible have a varied program. A variety of action will always be appealing to most groups. That is—have some music, and community activity along with the set occasion.

8. If the day calls for a holiday or series of holidays have some school recognition of the day before the holiday and check up on its presentation after the holidays.

9. Where there are various religious sects represented in the student body it is wise and appropriate to recognize only those days universal to all and to be most tolerant of individual respects in this matter.

10. Have a Founder's Day, a Home-Coming Day, or an Alumni Day. Make this a community occasion. Stress the idea of school loyalty.

11. Give full publicity to these events. It is true that parents should be welcomed to the school at any time but make special effort to have them come on these occasions. Do not take it for granted that they will know all about what is to occur.

12. Have a planned way of publicity for the community. Hints along this line are given in **TOPIC**.

13. Begin the program on time and stop within the limit allotted. Know what is going to be done and try to have it as well worked out as possible.

14. Occasionally plan a community program in connection with the school, a pageant, community singing, Christmas tree celebration, folk-games, and the like. Have the school sponsor the program, organize it, and direct it, but have the whole community take part.

15. Again, stress the significance of the day. Catch the real heart of it and fill the lives about with it. In this way its real meaning becomes effective.

#### BULLETINS ISSUED BY COMMUNITY DRAMA SERVICE

OF THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

##### DRAMA

<i>A Selected List of Plays and Operettas for Children and Young People</i> .....	\$ .15
<i>Full Evening Plays Suitable for High School Use</i> .....	.10
<i>A Graded List of Plays for Girls' and Women's Clubs</i> .....	.10

##### PAGEANTS AND FESTIVALS FOR GENERAL OCCASIONS

<i>A List of Pageants and Pageant Material</i> , with Some Suggestions for the Organization of a Pageant .....	.15
* <i>A List of Pantomimes</i> .....	
* <i>A Day at Nottingham</i> , by Constance D. Mackay. A festival based on the theme of "Robin Hood." Large groups of children may be used.....	.15
* <i>The Dearest Wish</i> , a story-telling festival, by Pauline Oak.....	Single copies Free
* <i>Faith of Our Fathers</i> , by Annie Russell Marble. A Pilgrim pageant containing the signing of the Mayflower Compact and the First Thanksgiving Dinner...	.25
* <i>The Gifts They Brought</i> , by Mrs. Elizabeth H. Hanley. A Pageant of Many Peoples in One Nation .....	.25
<i>A Hosting of Heroes</i> , by Constance D. Mackay. Patriotic Community Celebration for National Holidays .....	.25
<i>The Lost Sheep</i> , by Marie G. Merrill. A short Mother Goose play for small children	.10
<i>The Magic Path</i> , by Elizabeth H. Hanley. A fairy play for children.....	.25
* <i>The New Era</i> , by the Outdoor Players at Peterboro, N. H. A Pageant of Patriotism and Reconstruction. Delightful pantomime introduced.....	.25
* <i>A Norse Festival</i> , by Constance D. Mackay. A festival for children and young people founded on Norse Mythology .....	.15
<i>A Pageant of Play</i> , by May Pashley Harris. Especially adapted to Playground groups .....	.15
* <i>A Pageant of Girlhood</i> , by F. Ursula Payne, Portraying the work, games, folk dance, recreation and dreams of Girlhood .....	.25
<i>The Pilgrim's Pride</i> , by Elizabeth H. Hanley. The theme is the presentation to the Spirit of Liberty of the notable documents granting civic and religious freedom to men .....	.35
<i>Through the Portals</i> , by Clara E. Sackett. An Americanization Festival for children	.25
* <i>Under the Stars and Stripes</i> , a festival of Citizenship by Elizabeth B. Grimb... .	.25

\* Of special significance.

## SPECIAL HOLIDAY MATERIAL

* <i>Arbor Day</i> : Suggestion for an Arbor Day Ceremonial, by Nina B. Lamkin.....	.15
<i>Christmas</i> : <i>The Christmas Book</i> , including The Christmas Party, Old English Revel, St. George Play, Christmas Carnival, Lists of Christmas Plays and Music and other community celebrations .....	.35
<i>A Miracle of Christmas</i> , by Faith Van Valkenburgh Vilas. A Christmas miracle play in one act. Founded on authentic legends of December.....	.25
<i>Armistice Day</i> : <i>Lest We Forget</i> , a program by Elizabeth B. Grimbball.....	.10
<i>Children's Day</i> : <i>Life and a Children's Garden</i> , a Pageant by Mrs. Annie Russell Marble .....	.10
* <i>Easter</i> : <i>Easter Suggestions</i> contains a list of plays, pageants and other entertainments suitable for Easter season .....	Free
<i>Fourth of July</i> : * <i>Suggestions for Fourth of July Celebrations</i> .....	Free
<i>The Flag of the Free</i> , by Elizabeth B. Grimbball (a Program for the celebration of Independence Day) .....	.15
<i>Festival of Freedom</i> , by Elizabeth H. Hanley, including tableaux and music..	.10
<i>Hallowe'en</i> : <i>Hallowe'en Suggestions</i> .....	.15
(a) The Origin of Hallowe'en, with suggestions for a party.	
(b) Suggestions for a Community Hallowe'en Celebration.	
<i>Labor Day</i> : <i>Program</i> , by May Pashley Harris, including tableaux and music.....	.10
* <i>May Day</i> : <i>Suggestions for May Day</i> —including an outline for the Roman Floralia, Old English and Robin Hood Celebrations.....	.10
<i>Memorial Day</i> : <i>A Pageant</i> , by Josephine Thorp. A simple pageant in which honor is paid to the dead of the Civil, Spanish and World Wars.	
* <i>A Memorial Day Service</i> , by the Bureau of Educational Dramatics.....	Free
* <i>School Program for Memorial Day</i> , by Community Drama Service.....	.10
<i>Mothers' Day</i> : * <i>Program</i> , by Elizabeth H. Hanley. Including songs, recitations and tableaux for this occasion .....	Free
* <i>Thanksgiving</i> : <i>Suggestions for a Thanksgiving Program</i> .....	.10
<i>The Three Thanksgivings</i> , a November Humoresque by Faith Van Valkenburgh Vilas. A delightful comedy introducing through a dream the Thanksgivings of the Past, Present and Future .....	.25
* <i>Valentine's Day</i> : <i>A Masque of Old Loves</i> . A Valentine whimsy by Faith Van Valkenburgh Vilas .....	.10
* <i>Washington's Birthday</i> : <i>A Program</i> , including pictures of the suggested tableaux .....	.15
* <i>An Inauguration Pageant for George Washington's Birthday</i> , by May P. Harris	.25
<i>A Handbook on Community Drama</i> .....	.60
<i>Inexpensive Costumes for Plays, Festivals and Pageants</i> , by Nina B. Lamkin.....	.25
<i>Lighting Bulletin</i> , a few suggestions for lighting amateur productions.....	.10
* <i>A Bibliography of Dramatic Production</i> .....	Free

\* Of special significance.

Addresses of publishers listed on page 397.

## PART IV

### PHYSICAL EDUCATION

TOPIC 13: The General Program

TOPIC 14: Some Helpful Material

TOPIC 15: Inter and Intra Contests

## TOPIC 13

### THE GENERAL PROGRAM

General Presentation

Suggestions

The Playground at School

Playground Equipment

Some Manufacturers of Playground Equipment

Plan for an Intramural Athletic Program in a Small High School

Plan for an Intramural Athletic Program in a Large High School

Factors in Efficient "School Athletics"

## TOPIC 13

### PHYSICAL EDUCATION AS AN EXTRA-CURRICULAR ACTIVITY\*

It is easy enough for most of us to agree with the old and oft-repeated adage that "All work and no play makes Jack a dull boy," and that the same is true of his sister Jill; but what to do about it is quite another matter.

We are very apt to consider the large high schools throughout the country particularly blessed with facilities for providing boys and girls with their play. A large gymnasium, a swimming pool, and a spacious playground in happy combination with a trained and experienced staff of physical education instructors surely seems an ideal situation. We should not minimize the splendid program that is being carried out in many instances such as this. However, there is another aspect to be considered, and it is here that the small high school will find itself the more fortunate of the two.

In the school of three or four hundred pupils there can be an intimacy, a personal contact and influence between faculty and students that very often is one of the outstanding difficulties in a school that boasts a registration of several thousand. This spirit of good fellowship and co-operation should be the very essence of a physical education program.

Let us consider the problem confronting these smaller schools—less happy perhaps in that they have little equipment and no distinct physical education department, but where the teacher-leaders may be as eager and enthusiastic to supply all the Jacks and Jills with the play to which they are entitled.

It is not making too bold an assertion to say that any person with an interest in this sort of play-work, by recalling the games of his or her own adolescent period, might readily interpret the object and organization of the majority of games as set forth in rule books. Expert performance is not the sole requisite of an athletic program. Technique and skill add much to the joy of playing, but essentially it is the

\* Appreciation is extended to Miss Ruth Loebenstein, formerly Director of Girls' Health Education, Cass Technical High School, Detroit, Mich., for assistance in formulation of some of the materials in Topics 13 and 14.

spirit that counts. Let the students once get hold of the idea of a game, open up to them the wealth of possibilities in it, and most likely they will set forth at a merry pace to work out their own salvation.

It would not only be impossible, but unwise as well, for many high schools to attempt to launch an elaborate program of athletics. There is no instance where the much talked of "happy medium" is more to be desired. That school is truly fortunate where the athletic interest of the student body is allowed ample expression, but also where it is guided by those who can organize and administer according to the highest aims of physical education.

Enthusiasm very often leads to trouble. It is so difficult to know just what limits to set, and an activity may become stressed unduly. In this way we do more than miss the values we are seeking. Strain of any sort may cause permanent irreparable harm, and the good that may have been achieved is completely undone. We are not seeking health through physical education. It will necessarily accompany and become a by-product of activities that are well planned and well carried out. However, the possibility of some grave dangers is to be suggested.

The first chance of harm lies in the too ready acceptance of the popular cry "physical activity for all." We are learning a great deal nowadays concerning individual differences. Suffice it to say we must be able to interpret and qualify this slogan in a worthy sense. Physical activity for all—each according to his or her needs.

A thorough health (medical and physical) examination of all students previous to participation in the physical education program will be the best safeguard of this standard. The results of the examination will enable those in charge to prescribe far more intelligently than otherwise. In some cases where certain treatment is found to be desirable (*e. g.*, abnormal heart and lung conditions, diseased tonsils, bad teeth, etc.) the homes should be notified with the advice that the family physician or clinic be consulted. In other cases such as postural defects (slight spinal curves, flat feet, etc.) work for correction might be undertaken by the school. Small classes under a specially trained teacher should be organized, where carefully supervised exercises will reduce or entirely eliminate the defect. Lastly, cases of abnormal weight-height relationship would be watched and regulated so that normal adjustment may be reached. This does not mean a blind acceptance of the figures as shown on the standard weight-height charts. Here, again, allowance for individual differences should be made and understood accordingly (*i. e.*, those showing a natural tend-

ency toward slimness or slight stoutness should not be over-fed or exercised respectively in order that they may meet the average mark). A well rounded athletic program will usually prove the safest course to follow.

All this work suggests, and rightly so, the need of specifically trained individuals. How then does it apply to this problem where supposedly there is no physical education department? It should be clear that the impossible is not expected, and that responsibility should never fall on those unqualified to meet it. The fact that it so often does is shown in the multitude of ineffective health programs that are being carried on.

One or more public spirited physicians of the community, a physical education specialist who visits several districts, a group of public health nurses, any of these would be well qualified to handle this aspect of the situation. Where interest can be aroused in the community such co-operation is often readily enlisted.

The second grave danger to be guarded against is the lack of caution and judgment exercised in planning physical education activities for boys and girls in the adolescent period. Critical anatomical, physiological and psychological changes are taking place at this time, and it is of the utmost importance that these be taken into consideration. The greatest care should be used in organizing athletics for girls at this period. They differ essentially from the boys in the above three respects, and the practice of making the girls' program a miniature edition of that of the boys' is a dangerous one. They are not less well adapted to physical exercise than their brothers, but differently so, and this means a different plan of activities for them.

No matter what the situation, the aims and objectives of physical education should be the same for all circumstances:

"Physical education should aim to provide an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound."—DR. JESSE F. WILLIAMS.

Changing Dr. Williams' terms somewhat these terms may be interpreted as follows:

Physically wholesome means:

1. Clean environment (playground, suits, control of dust, dirt, etc.).
2. Healthful bodily exercise for the development of physical strength and vigor.

Mentally stimulating and satisfying means:

1. Provision for development of initiative, leadership and fellowship.
2. Provision of activities suitable to the age interests of the group.
3. Satisfaction arising from just and competent management of game activities.

**Socially sound means:**

1. Justice and fair play.
2. Honesty.
3. Obedience to authority—play the game according to rules.
4. Ability to lose uncomplainingly.
5. Ability to win modestly.
6. Loyalty and whole-hearted allegiance.
7. Courage.
8. Courtesy, thoughtfulness of others.
9. Self-control.
10. Perseverance.
11. Co-operation, a sense of responsibility.

**GENERAL SUGGESTIONS**

Perhaps there is no better approach to the specific aspects of play than the consideration of some general suggestions concerning methods, ideals, and plans for activity. The teacher-leader may add other suggestions.

1. Endeavor to have every student playing. The play tendency is there and needs arousing and directing.
2. Use games in which a large number may take part. The more playing the better the results from the standpoint of the individual and the group. Enthusiasm will be greater. Caution—don't overstock or overcrowd the game.
3. Play games that are safe to health. It is true that every game involves a physical risk, but it is not necessary to play games that are harmful to the organs of the body.
4. Diversify the games—don't play all tag games, relay games, or racing games at one time.
5. Play games adapted to both sexes. Both need play and it is possible to work out plans for both and also to utilize separate playgrounds for older boys and girls.
6. Remember the rest period—don't drive the players. Intensify activity and then rest for a few minutes. Give deep breathing exercises from time to time.
7. Attempt some kind of daily calisthenics. Do not have it too strenuous but rather light and graceful of movement. Give exercises especially designed to develop co-ordination of the group.
8. Develop a sane and reasonable rivalry. Do not allow the rivalry to become too intense. A wholesome type of competition will develop the best general spirit.
9. From time to time have athletic tests, field days, recreation hours, and exhibition drills. They add interest not only to the play movement but to the general school spirit.

10. Arrange meets with other schools in or near the community. This will develop an intense local interest that under proper guidance will work for good.

11. Have a medicine chest in the school. Let it contain such things as iodine, witchhazel, bandages, absorbent cotton, hydrogen peroxide, and other medicines for first aid.

12. Teach first aid and, best of all, preventive methods by proper observation of rules and rigid supervision in use of equipment and in methods of play. Never allow roughness to enter the game.

13. Develop a true sportsmanship spirit. Teach the players how to accept victory and defeat. This is one of the best lessons of the playground movement.

14. Teach players how to care for equipment. Always impress them with the fact that it belongs to them and that by proper care the greatest use can be obtained.

15. Have some system and organization for the use of the playground and equipment. Place some manner of responsibility on players.

16. Always stress personal and group hygiene. The playground offers the best opportunity and place for the highest type of this line of development.

17. Never allow abusive language, unclean speech, or ill-becoming conduct to display itself on the playground or in the game. If ever such conduct arises, have some definite and determined means of correction.

18. Use the activity as a mean of discipline in school periods—not by general threats but by enthusiastic interest.

19. Always encourage the best efforts of players. Never criticize but urge them to develop and better the records from day to day.

20. Have the Parent-Teacher Association, Community Club, Patrons' League or some social agency sponsor the school play movement. It will create a point of contact and closer interest with school.

21. Where funds are needed for a small amount of equipment these funds may be obtained by giving plays, box suppers, festivals, fairs, and many other money raising methods.

22. Make the school the community recreational center. Have the adults come to general play periods and encourage their entrance into the games.

23. Co-operate with outside clubs, such as Boy Scouts, Campfire Girls, Farm Defenders, Audubon Societies, and others for the furtherance of the play movement.

24. Teach some of the older boys and girls to direct and supervise the games for the younger folks.

25. Stress fairness in play, physical development, moral tone, and best of all—a highly developed personality in full harmony with fellow-players.

#### THE PLAYGROUND AT SCHOOL

It is generally true that the schoolhouse is located without regard to playground space. This at the outset makes it hard to develop the play movement. But regardless of difficulties the grounds about the schoolhouse can be put into usable shape and made worth while. If perchance the schoolhouse has been well located and the grounds are suitable for playgrounds, then make the maximum use of this advantage. Put some time and thought in the development of what is there. Make the best of the situation for the advancement of those who use it.

School grounds are generally divided into three main classes—ornamental, playground, and school garden spaces. The ornamental section should not be used for the playground. Each should have a separate and distinct area for use.

In locating the playground, place special emphasis on the advantages of proper drainage, smooth surface, cleared area and accessibility. There are other factors to be considered, but if these mentioned are cared for then the other factors can be worked out.

The shape of the playground will depend largely on present situation of schoolhouse and outhouses—also on amount of area included in school grounds. A rectangular playground offers the largest opportunity for the best placement of equipment. The big factor is to utilize all the space to best advantage. This can only be accomplished by careful planning. Where the space is available have separate areas for the larger boys and girls. Keep the baseball field away from the general play area.

Where trees interfere with the play space have them cleared away. They are of no advantage in the play area but afford advantage when grouped along the border of the space. They give shade during rest periods and protect from wind and cold. The principal factor of the playground is its usefulness—beauty is secondary.

If the grounds are not properly drained remedy the condition by having small ditches. If the situation warrants, attempt the expense of tile drainage. Sometimes a load of dirt, sand, or cinders placed in low places will keep the grounds from washing and also prevent water puddles from forming. Keep the grounds as level as possible.

Do not allow walks and paths to interfere with play space. Walks



The recess period offers unusual opportunities for wholesome activities. The illustrations show recess activities in the Burlington (N. C.) High School. Two volley-ball games, two baseball teams, and a number of games are in action. Outsize baseballs and light bats are used. Courtesy of *North Carolina Teacher*.

may be cut other ways than diagonally through a play area. Rather let the walks adjust themselves to the play space. Have as few walks as possible and plan them with reference to efficiency and beauty.

It will be found advisable to fence the school grounds especially where the school is located near the main highway. Students inevitably find their way to the roads and this is dangerous, for in play they forget the dangers of automobiles, wagons, etc. Have the play area fenced and then safety is assured. Be sure to provide a sufficient number of entrances and exits.

Grass adds materially to the value of the playground and, if well sodded, forms a protection from weather conditions. It also prevents muddy and slippery grounds. When thickly sodded in grass it helps to keep out the weeds and is also a source of beauty to the school surroundings.

In placing permanent play equipment care should be taken to utilize space to the very best advantage. It is not necessary to put the sandbin, seesaws, swings, etc., in the center of play areas. Such pieces of useful equipment may be placed near the fences away from the general ball fields. If they are improperly placed they may be a nuisance and a danger. In placing them by the border be sure that they are far enough removed so as not to interfere with other play activities.

After placing equipment and utilizing the play area to the best advantage put some emphasis on beautifying the playgrounds. The general upkeep of the play area and its surroundings will have a marked effect on the play movement.

#### PLAYGROUND EQUIPMENT

In equipping the playground with the proper type of apparatus we come to a problem that is easily solved but seems to the average citizen a terrific burden. Most people think of the playground in terms of expensive equipment. It is possible to make the playground movement in any community a fairly costly one, but it is neither necessary nor desirable. What is chiefly needed is not expensive apparatus but a few people interested in the movement and willing to give some time and energy to directing and supervising plays and games, plus a few pieces of useful and inexpensive play apparatus. There are a number of splendid, useful and safe pieces of equipment that may be home-made. There is in every community enough material not in use that can be utilized in the making of this equipment. In the corner of the lot, near the wood pile, under the house, around the sawmills, out in

the woods, about the blacksmith shop, here and there, this material may be found. The teacher and pupils, with co-operation of patrons, can make this equipment and have a playground that will be a credit to the community and of the highest value to pupils. If manual training is taught have a practical lesson in preparing the necessary materials for play use. Wherever possible have the pupils do most of the work, for they will then have a closer interest in it. If a small amount of money is needed ways have already been suggested to obtain funds. It is always true that if real interest exists for a playground the equipment will be obtained.

#### SOME MANUFACTURERS OF PLAYGROUND EQUIPMENT

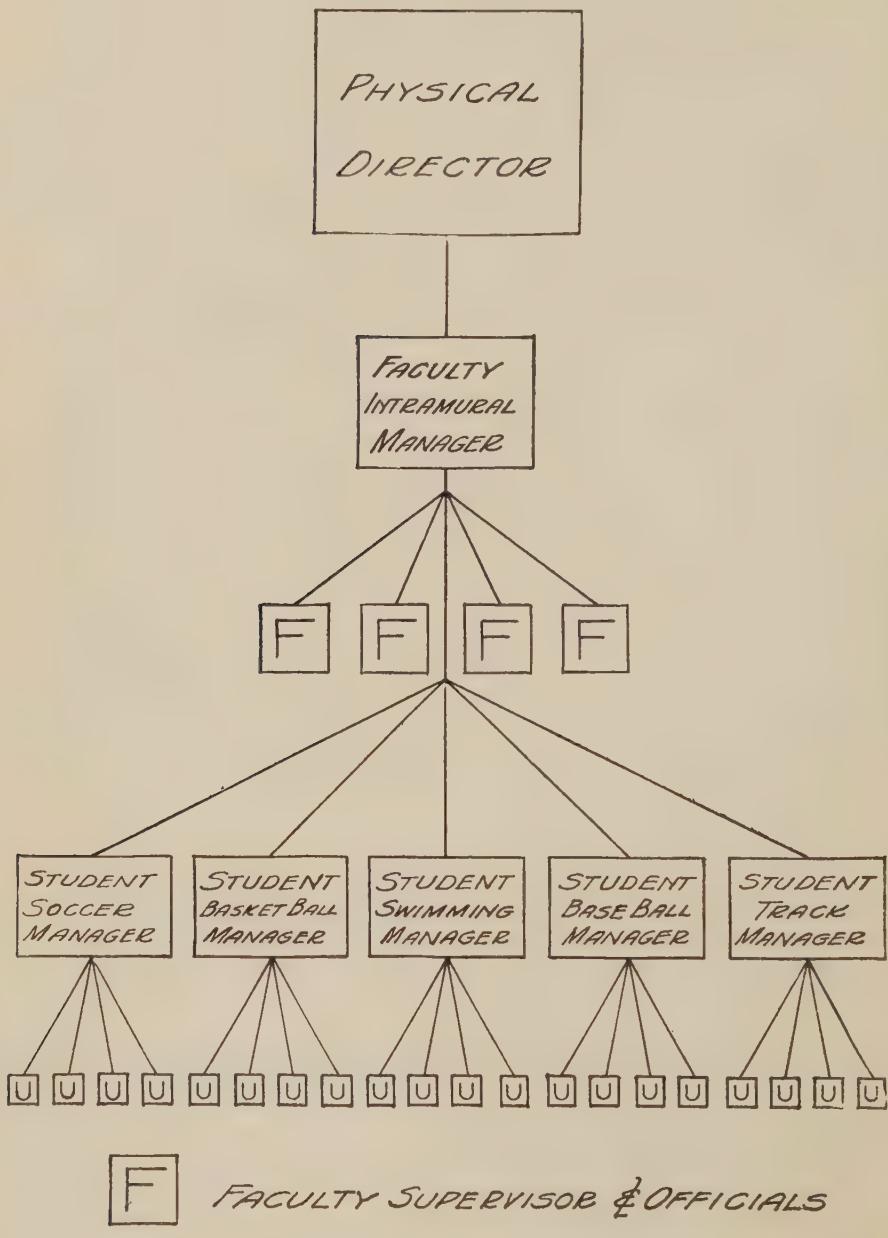
(Send for their Catalogues)

American Playground Device Company, Anderson, Ind.  
Chicago Gymnasium Equipment Company, Chicago, Ill.  
Cyclone Fence Company, Waukegan, Ill.  
Everwear Manufacturing Company, Springfield, Ohio.  
The Giant Manufacturing Company, Council Bluffs, Ia.  
Howard George, Philadelphia, Pa.  
Health Merry-go-Round Company, Quincy, Ill.  
Hill-Standard Manufacturing Company, Anderson, Ind.  
Little Merry-go-Round Company, St. Cloud, Minn.  
Fred Medart Mfg. Company, St. Louis, Mo., also New York City.  
Merry-Whirl Swing Mfg. Co., Chicago, Ill.  
Murdock Manufacturing & Supply Co., Cincinnati, Ohio.  
Narragansett Machine Company, Providence, R. I.  
Patterson-Williams Mfg. Company, San Jose, Calif.  
Playground Equipment Co., New York City.  
Playground & Gymnasium Equipment Co., Minneapolis, Minn.  
Safety First Supply Company, Pittsburgh, Pa.  
A. G. Spalding & Bros., Chicopee, Mass.  
W. S. Tothill, Chicago, Ill.  
F. B. Zieg Manufacturing Co., Frederickstown, Ohio.

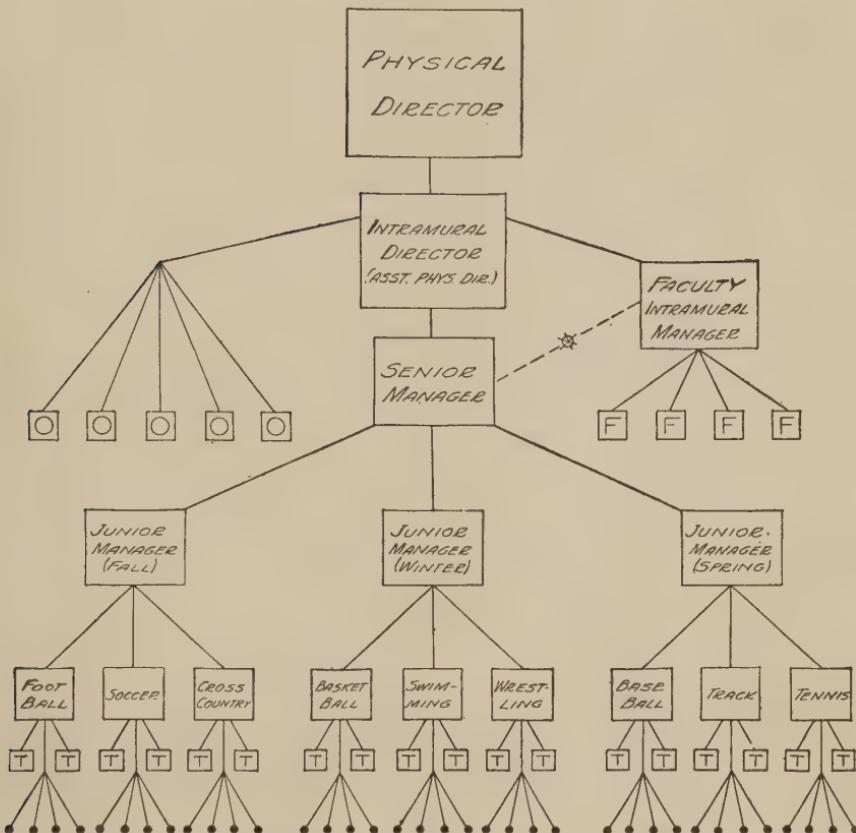
#### FACTORS IN EFFICIENT "SCHOOL ATHLETICS"

These suggestions will be found interesting and helpful. They are given because there are so many valuable suggestions presented. The teacher-leader will find much of this material applicable to the local situation. The list is reprinted from "The Theory of Organized Play," by Wilbur P. Bowen and Elmer D. Mitchell, published by A. S. Barnes & Co. Copyright 1923, pp. 288-290.

1. A high type of coach.
2. An energetic faculty manager.
3. An enclosed athletic ground, conveniently located.
4. A modern gymnasium with good seating capacity.

PLAN FOR AN INTRAMURAL ATHLETIC PROGRAM  
IN A SMALL HIGH SCHOOL

Reprint from "Intramural Athletics" by E. D. Mitchell, Published by A. S. Barnes & Co.  
Copyright 1925, p. 33.

PLAN FOR AN INTRAMURAL ATHLETIC PROGRAM  
IN A LARGE HIGH SCHOOL

○ GAME OFFICIALS     F FACULTY VOLUNTEERS     T SOPHMORE TRYOUTS  
 • UNIT MANAGERS     \* SUPERVISION BY FACULTY INTRAMURAL MANAGER DEPENDS  
 UPON AMOUNT OF TIME THE INTRAMURAL DIRECTOR CAN DEVOTE TO INTRAMURAL WORK.

Reprint from "Intramural Athletics" by E. D. Mitchell, Published by A. S. Barnes & Co.  
Copyright 1925, p. 31.

5. A team which includes good material, well coached and winning its proper share of games.
6. A proper schedule.
  - a. Do not meet important rivals at first. Try to grade the earlier games in increasing difficulty.
  - b. Do not have too many hard games in succession.
  - c. Do not schedule inferior teams that are situated in towns at too great a distance.
  - d. Have a climax. If possible, save the game with your most important rival as a close to the season.
  - e. Avoid an anti-climax. If the big games come late in the season, do not follow it with a game of inferior importance.
7. Organize a strong Athletic Association in the School.
  - a. Draw up a constitution.
  - b. Elect student officers: a President, Vice-President, Secretary, Treasurer, and two representatives for the Board of Control. Have pictures of the officers in the School Annual.
  - c. Collect dues.
  - d. Make membership of annual tenure.
  - e. Give the members privileges; *i.e.*, a membership button, free admission to the first game of the year, first choice on reserve seat games, mention in an athletic honor list in the school annual, a chance to vote on the election of officers, a chance to attend the athletic banquet and dance following the close of the season.
8. Have a Board of Control composed of three faculty members and two students. The faculty should always have final control over school athletics. The faculty manager should be a member, and whenever possible the principal. The student members should be seniors representing the Athletic Association.
9. Sell season tickets at special rates to the students, residents, and business men.
10. Do not try to enforce an athletic blanket tax in public schools.
11. Give every student a special rate for each game separately if bought within a restricted time limit.
12. Stimulate interest in selling, and allow poorer students a chance to obtain season tickets, by granting a free ticket to anyone selling a certain number. Likewise free admission to separate games might be given for selling tickets for the respective games.
13. Buy and handle equipment economically and businesslike.
  - a. Buy good grade material.
  - b. Have cards bearing printed list of equipment, check the articles given out, and have each individual sign his card.
  - c. Have a competent custodian of property.
14. Build for the future. Have a second team equipped, coached, and given a schedule of games. Give the second team men free ad-

mission to all games in their respective sports. Organize intramural teams among the classes and any other possible units for rivalry.

15. Belong to a league of schools if there is one in your district. Such an association makes for stronger rivalry, and in the long run for cleaner sports.

16. Arrange numeral awards by size, according to the importance of the sport. Eight inches is a good maximum size; five inches a minimum. Give the second team an R. (Reserves). Some schools give class numerals instead. Award all numerals at a public occasion such as a mass meeting or Letter Day.

17. Get the confidence of the parents. Have them realize that the welfare of the student taking part is being considered first of all. Have all candidates take a physical examination.

- a. Do not make the practice periods too long—a common fault which results in overtraining for high school boys.
- b. Insist on the boys returning with the coach when away on trips. Only permit individual stay-overs when parents have given written permission.
- c. If possible, get a physician to volunteer his services for the season. Often a young graduate will help in order to extend his acquaintanceship and get a start toward building up a practice.

18. Keep the sympathy of the teachers. Do not ask special favors for the athletes. Do not let athletics get magnified out of its proper place in school life. Build the teams up from the bona fide students instead of wasting efforts on transients who come to school for athletics only.

19. Have a student manager for each sport. Make the managers serve an apprenticeship before awarding them the job. Do not let the manager be elected by popular vote as politics may determine the appointment in this case. Let the appointment be made by a body consisting of the present manager, captain, captain-elect, coach, and the faculty manager. Give the manager the school letter, reversing the color scheme whenever possible, as red on white in case the players receive white on red. Some schools simply give a different style letter. Let the manager get as much prominence as possible along policies planned by the Board of Control. Let him meet visiting teams and arrange for their stay.

20. Arrange pleasant quarters for the team when on trips. Have prearranged meals whenever possible, but in other cases set a maximum price that will be allowed. Pay the expenses for the team as a whole; do not start the bad practice of giving each boy money to pay his own expenses.

21. Have a cheer-leader elected by the Athletic Association and give a distinctive uniform in the school colors. He should appoint assistants from which the next leader will be chosen.
22. Have a mass meeting at the beginning of the season and before the most important games. The principal must arrange the time. Get alumni and enthusiastic business men to attend.
23. Raise money through association dues, season tickets, receipts for games, and entertainments and bazaars.
24. A reel ticket at the grounds saves much time, and is an aid in checking.
25. Have the faculty managers and coach control the newspaper publicity. Students always give biased and exaggerated views.
26. Try to get as much faculty support as possible. Get faculty members to take tickets at the games and assist in other ways.

## TOPIC 14

### SOME HELPFUL MATERIAL

General Suggestions for Teacher-Leaders  
An All-Year-Round Program  
Athletic Activities  
Scoring Table for One-Room and Larger Schools  
Limiting Activities to Physical Capacities  
Sigma Delta Psi  
Playground Material  
Activity for Children With Physical Defects  
Bibliography



## TOPIC 14

### SOME HELPFUL MATERIAL

#### GENERAL SUGGESTIONS FOR TEACHER-LEADERS

1. Make this "out-of-school" program true in the real sense of the phrase. Watch the weather and provide outdoor recreation whenever possible.

2. In rainy or severe weather the program should continue. If the school has no gymnasium it may be possible to use the auditorium (with movable seats), if there is one. If finances permit, a hall might be secured. Projects have been carried out where the boys have built an outdoor gymnasium as a part of their school work in manual training. If none of these or other plans avail, the program must necessarily consist of outdoor activities in fair weather.

3. Change of clothing is desirable for everyone during the physical education period where dressing facilities are adequate. If this is impossible for indoor activities, at least all sweaters and coats should be removed and rubber-soled shoes put on.

4. Preferably the period should end with a shower and a rub-down. Extreme caution should always be taken to see that individuals are completely dry before going out.

5. No group should meet for exercise within an hour after its lunch period.

6. Conduct all events according to official rules. Where modified forms are used be sure they are correct.

7. Encourage student-leadership in all activities. Pupils should share in the planning and carrying-out of the program.

8. An athletic association is a valuable asset in furthering interest in physical education activities. Students should assume responsibility, and the principal and teacher-leaders act as advisory members for guarding the highest standards.

Suggestions for a constitution for a high school athletic association are given in a pamphlet, "Suggestions for a Physical Education Program for Small Secondary High Schools" (p. 69), Physical Education Series No. 3—Published by the U. S. Bureau of Education.

9. It is *most* desirable to have all physical activities for girls under the direction of competent women.

10. Remember that in some games and athletic events girls must have their own standards and rules, and should not follow those set up for boys. In general, avoid tests of endurance, and great efforts at height and distance in jumping (especially in competition).

11. Girls should not engage in vigorous physical exercise—especially competitive, during their menstrual periods.

12. Whenever possible there should be a separate athletic playground for girls. The outdoor fields should be large enough to allow for the more vigorous team games (about 2 acres rectangular if used economically with markings overlapping).

Directions for laying out a field for the various athletic activities are given in a pamphlet, "Preparation of School Grounds for Play Fields and Athletic Events," Physical Education Series No. 1, published by the U. S. Bureau of Education.

13. Permission for students to engage in competitive athletics should be obtained from parents or guardians. They should assume ultimate responsibility in case of accident or injury, and should signify in writing that they so agree.

14. A first aid kit should always be conveniently available, and some person near enough to give help in case of accident.

15. Physically handicapped children should have ample recreation. The teacher-leader should co-operate with the home and the family physician in planning for this.

16. Athletic competition may be promoted in these forms—always keeping in mind that the more participating the better.

1. Individual Athletics. Students attempt to improve their own physical records. (Efficiency and Athletic Badge Tests, stunts, decathlon and pentathlon events, etc.) Standards should be set whereby students compete with others of equal ability. A maximum record should obtain to prevent overdoing in any activity.

2. Intermural Athletics (intergroup or interclass). Team games, field meets and contests.

3. Interschool Athletics. May include individual, group or class competitions. For events other than games or races, the schools would not have to meet together, but may compete by mail, telephone, telegraph, or radio. Rules should be mutually agreed upon by representatives from all the schools prior to competition.

This is not the place to enter into a lengthy discussion of intermural versus interschool athletics. However, it should be pointed out that in many situations too heavy an emphasis has been laid on interschool competition. A newer attitude is rapidly gaining strength, namely that intramural athletics carry with them all the advantages of a competitive program while omitting all the undesirable features that may possibly accompany an interschool athletic schedule.

17. Avoid undesirable publicity. Sensational exploitation of athletic activities by press, moving pictures, etc., is heartily to be condemned.

18. Don't stress one sport to the exclusion of others.



*Top*—Girl Sport Leaders in the Chapel Hill, N. C., High School. Horseback riding, skating, baseball, basketball, tennis, bicycle riding, track, training, hiking, swimming, and volley-ball group leaders are represented in the picture.

*Bottom*—Girls' Baseball team of the Chapel Hill, N. C., High School. Indoor baseball rules and equipment are used. Notice the monograms given for athletic achievement.

19. In teaching dancing do not merely teach "steps." It is the spirit and vigor that should furnish the joy of rhythmic exercise.

20. There should be a set of eligibility rules to cover all students participating in competitive athletic activities. Following are three general suggestions:

1. A pupil to be admitted to any contest must have received a satisfactory (passing) mark in all his studies, deportment and attendance.
2. A pupil must have consent for entry from either parent or guardian.
3. Limit should be set as to the number of events that each student is to be allowed to enter.

21. BE A COMRADE AS WELL AS A TEACHER. GET INTO THE GAME WHENEVER POSSIBLE. SMILE!!!

#### AN ALL-YEAR-ROUND PROGRAM

The activities as listed are not intended to constitute a rigid program. The schedule should be adjustable according to varying situations at the discretion of the teacher-leader. In all cases the program should be made practical and adapted to meet the needs and conditions of the school. This includes such items as time and space available, staff, equipment, climatic and geographical conditions, etc.

The list is not all inclusive. A bibliography is appended which will furnish additional suggestions for supplementary material.

KEY TO TABLE: S.—Spring. W.—Winter. F.—Fall. G.—Girls. B.—Boys. P.H.—Physically handicapped.

WHAT	WHEN	FOR WHOM
Archery	F. and S.	G. and P.H.
Baseball (indoor and outdoor rules)	S.	B. (outdoor rules) G. (indoor rules)
Basketball	W.	B. and G. (separate rules)
Bicycling	F. and S.	B. and G.
Bowling	W.	B. and G.
Boxing, wrestling and other combat sports	W.	B.
Camping	F. and S.	B. and G.
Building fire		
Making camp beds		
Fishing		
Hunting		
Cooking, etc.		
Canoeing	F. and S.	B. and G.
Croquet	F. and S.	P.H.
Cross-country walking and running	S.	B.
Dancing	F., W. and S.	
Clogging		B. and G.
Folk and national		G.
Natural (interpretative, rhythmic)		G.
Social		B. and G.

Field Ball	F. and S.	G.
Football	F.	B.
Games (of lower organization)	F., W. and S.	B. and G.
Captain ball		
Dodge ball		
End ball		
Liberty bat ball		
Hit pin baseball		
Schlag ball		
Tether ball		
Cage ball		
Nine Court Basketball, etc.		
Golf	F. and S.	B. and G.
Handball	F. and W.	B. and G.
Hiking	F. and S.	B. and G.
Horseback riding	F. and S.	B. and G.
Horseshoe pitching	F. and S.	P.H.
Hockey		
Field	F.	G.
Ice	W.	B.
Relays	F., W. and S.	B. and G.
Rowing	F. and S.	B. and G.
Skating		
Ice	W.	B. and G.
P 'er	F., W. and S.	B. and G.
Skiing and snowshoeing	W.	B. and G.
Sledding and coasting	W.	B. and G.
Soccer	F.	B. and G. (modified)
Stunts and physical ability tests	F., W. and S.	B. and G.
Swimming	S.	B. and G.
Tennis		
Lawn tennis	F. and S.	
Deck tennis	F., W. and S.	B. and G.
Paddle tennis	F., W. and S.	
Track and Field	S.	
Dashes		B. G. (not over 75 yds.)
Hurdles		B. G. (no high hurdles)
Jumping		B. G. (not in competition)
Broad (standing and running)		
Running high		
Hop, step and jump		
Running leap		
Throwing for distance		
Baseball		B. and G.
Basketball		G.
Javelin throw		B. and G.
Discus throw		B. and G.
Shot put		B. and G.
Pole vault		B.
Rifle Practice		B. and P.H.

## ATHLETIC ACTIVITIES\*

The games and activities listed may be found in many books on athletics and games. The following books, among others, are easily obtainable:

- (1) "Games for the Playground, Home, School and Gymnasium," Bancroft. Macmillan.
- (2) "Education by Plays and Games," Johnson. Ginn.
- (3) "Spalding's Library," American Sports Publishing Co.
- (4) "Community Recreation," Draper. Association Press.

## Boys (AGES 11-14) (GRADES 7, 8, 9)

## Track, Field and Floor Events

50-yd., 60-yd. dashes	Basketball goal shoot
Relay races	Basketball throw for distance
Relay: 4 men (220-yd., 440-yd.)	Fence vault
All-up Indian club relay	Jump and reach
Obstacle race	Pull-up
Passball relay	Running broad jump
Potato race	Soccer dribble
Square relay	Soccer goal shoot
Shuttle relay	Soccer kick for distance
Baseball throw for accuracy	Standing broad jump
Baseball throw for height	Tennis serving

## Other Events for Older Boys of This Period

Relay: 4 men (220 each)	Hockey (3)
Shot-put (8-lb.)	Ring hockey (3)
Standing high jump	Hand polo (3)
Distance punt	Soccer (4)
Drop-kicking for goal	Tennis (3)
Hop-step-and-jump	Tug-of-war (4)
Ring vault	Quoits (4)
Rope vault	Boxing (2)
Rope or pole climbing	Wrestling (2)
<i>Games and Sports</i>	Volley ball (1) (3)
Indoor baseball (4)	Golf (3)
Playground ball (4)	Other popular games from previous age for boys
Captain ball (1)	Swimming
Speed ball	Hiking
Basketball (3)	Curling (3)
Baseball (3)	Ice hockey (3)
Handball (3)	Skiing
Hare and hound (2)	

## GIRLS (AGES 11-14) (GRADES 7, 8, 9)

## Track, Field and Floor Events

Relay races	All-up Indian club relay
Passball relay	Hurdle relay
Potato race	Obstacle race
Square relay	Shuttle relay

\* Reprint from "Recreative Athletics," prepared by the Playground and Recreation Association of America. Copyright 1925. Barnes. (1) pp. 107-109 (2) pp. 110-111 (3) p. 12.

Baseball throw for distance	Indoor baseball
Baseball throw for accuracy	Field ball
Basketball goal shoot	Playground ball
Basketball throw for distance	Captain ball (1)
Batting balls	Volley ball (1) (3)
Hockey goal shoot	Handball (1)
Jump and reach	Endball (1)
Pull-up	Longball (4)
Running and catching volley ball	Nine-court basketball (1)
Tennis and volley-ball serving	Badminton (3)
Putting in golf	Clock golf (3)
<i>Other Events for Older Girls of Period</i>	Hand polo (3)
Rope-climbing	Lawn bowls (3)
Shot-put (medicine ball)	Ring hockey (3)
<i>Games and Sports</i>	Tether ball (1)
Relay games (1)	Quoits (3)
Baseball and basketball throws for distance and accuracy used as games	Tennis (3)
Hare and hound (2)	Golf (3)
Battle-ball (1)	Swimming
Corner-ball (1)	Hiking
Circle-ball (1)	Skating
Strideball (1)	Curling (3)
Pinball (3)	Ice hockey (informal) (3)
	Skiing

## BOYS (AGES 14-19) (HIGH SCHOOL)

*Track, Field and Floor Events*

Cross-country run (controlled)	Drop-kicking for goal
50-100-yd., 50-220 yd., 50-440-yd. dashes	Hop-step-and-jump
Relay: 4 men (220 each, 440 each)	Jump and reach
Obstacle relay	Ring vault
Shuttle relay	Rope or pole climbing
Fence vault	Rope vault
Pull-up	<i>Other Events for Older Boys</i>
Running broad jump	One-half-mile run (controlled)
Running high jump	One-mile run (controlled)
Shot-put	Discus throw
Standing broad jump	Javelin throw
Wall-scaling	Pole vault
Distance punt	

*Games and Sports Fall*

Football (3)	Field hockey (3)
Soccer	Hiking
Handball (1)	Tennis (3)
Volley ball (1) (3)	Golf (3)
Lacrosse (3)	

*Winter      Outdoor*

Skating	Skiing
Curling (3)	Cross-country running (3)
Ice hockey (3)	Lacrosse (3)

	<i>Indoor</i>
Handball (1)	Running and catch relay
Volley ball (1) (3)	Swimming, life-saving
Captain ball (1)	Boxing and wrestling (Army and
Basketball (3)	Navy Athletic Handbook)
Relay races	

	<i>Spring</i>
Baseball (3)	Lacrosse (3)
Playground ball	Hiking
Handball (3)	Rowing
Quoits	Tennis (3)
Tug-of-war (4)	Golf (3)
Volley ball (3)	Swimming, life-saving
	<i>Summer</i> Spring list

## GIRLS (AGES 14-19) (HIGH SCHOOL)

*Track, Field and Floor Events*

All-up Indian club relay	Basketball throw for accuracy
Potato race	Battling baseball
Square relay	Catching baseball
Shuttle relay	Hockey goal shoot
Hurdle relay	Jump and reach
Obstacle race	Pull-up
Passball relay	Running and catching
40-yd., 50-yd., 60-yd., 75-yd. dashes	Tennis and volley-ball serving
Baseball throw for distance	Putting and driving in golf
Baseball throw for accuracy	Rope-climbing
Basketball goal shoot	Shot-put (medicine ball)
Basketball throw for distance	

*Other Events for Older Girls*

Standing broad jump	Javelin throw
Archery	

*Games and Sports Fall*

Hare and hound (2)	Field hockey (3)
Playground ball	Tennis (3)
Indoor baseball	Golf (3)
Volley ball (1) (3)	

*Winter Outdoor*

Skating	Skiing
Curling (3)	

*Indoor*

Volley ball (3)	Nine-court basketball (1)
Captain ball (1)	Relay races
Basketball (not for all) (3)	Swimming, life-saving

*Spring*

Indoor baseball	Swimming, life-saving
Playground ball	Rowing
Handball (1)	Hiking
Volley ball (3)	Tennis (3)
Quoits	Golf (3)

*Summer* Spring list

## SCORING TABLE FOR ONE-ROOM AND LARGER SCHOOLS \*<sup>1</sup>

The following classification of athletic events for grammar and high school pupils, described by Dr. John Brown, Jr., and now in use in the New York State course of study in physical education, has been used successfully in many parts of the country.

WEIGHT CLASSES	No. Points	Honor Standard	100 Points Scoring
<i>80-pound Class</i>			
50-yard dash .....	10 sec.	8 sec.	6 sec.
Standing broad jump .....	3' 5 "	5' 6 "	7' 7 "
Running broad jump .....	5' 10 "	10'	14' 2 "
Baseball throw .....	70'	120'	170'
<i>95-pound Class</i>			
75-yard dash .....	13 sec.	11 sec.	9 sec.
Standing broad jump .....	3' 11 "	6'	8' 1 "
Running broad jump .....	6' 10 "	11'	15' 2 "
Baseball throw .....	100'	150'	200'
<i>110-pound Class</i>			
100-yard dash .....	16 sec.	14 sec.	12 sec.
Standing broad jump .....	4' 5 "	6' 6 "	8' 7 "
Running broad jump .....	7' 10 "	12'	16' 2 "
Running high jump .....	2' 8½"	3' 9"	4' 9½"
Baseball throw .....	130'	180'	230'
<i>125-pound Class</i>			
100-yard dash .....	15 sec.	13 sec.	11 sec.
Standing broad jump .....	4' 11 "	7'	9' 1 "
Running broad jump .....	8' 10 "	13'	17' 2 "
Running high jump .....	2' 11½"	4'	5' ½"
Baseball throw .....	145'	195'	245'
Putting 8-lb. shot .....	15' 6 "	28'	40' 6 "
<i>Unlimited Class</i>			
100-yard dash .....	14 sec.	12 sec.	10 sec.
Standing broad jump .....	5' 5 "	7' 6 "	9' 7 "
Running broad jump .....	9' 10 "	14'	18' 2 "
Running high jump .....	3' 3½"	4' 4"	5' 4½"
Baseball throw .....	160'	210'	260'
Putting 8-lb. shot .....	22' 6 "	35'	47' 6 "

Points are scored on following basis:

All dashes: For every  $\frac{1}{6}$  second better than the minimum, 5 points

Standing broad jump: For every inch better than the minimum, 2 points

Running broad jump: For every inch better than the minimum, 1 point

Running high jump: For every inch better than the minimum, 4 points

Baseball throw: For every 1 foot better than the minimum, 1 point

Putting eight-pound shot: For every 3 inches better than the minimum, 1 point.

\* 1, 2 and 3. Reprints from "Recreative Athletics," prepared by the Playground and Recreation Association of America. Copyright, 1925, Barnes. (1) pp. 107-109; (2) pp. 110-111; (3) p. 12.

## EVENTS AND SCORING TABLE FOR INTERHIGH-SCHOOL ATHLETIC MEET \* 2

Events are divided into four groups: (1) sprints, (2) runs, (3) jumps, and (4) throwing and weight events. A contestant is not allowed to compete in more than one event in any group. Under ordinary circumstances the first twelve events suggested will prove most satisfactory. Where there is particular interest in the four remaining events, they may be added to the group indicated or substituted for one of the events in that group. Unless all the schools represented have equipment for practicing the pole-vault and hurdles they should be omitted. The eight-pound shot is to be preferred to the twelve-pound shot, as it is conducive to better form.

EVENTS	No.	50	100	Basis
GROUP I—SPRINTS:	Points	Points	Points	of Scoring
1. 100 yards.....	14 $\frac{3}{4}$ "	12 $\frac{3}{4}$ "	10 $\frac{3}{4}$ "	$\frac{1}{6}$ " 5 pts.
2. 220 yards.....	29"	26 $\frac{3}{4}$ "	24"	$\frac{1}{8}$ " 4 pts.
3. 440 yards .....	65"	60"	55"	$\frac{1}{4}$ " 2 pts.
<b>GROUP II—RUNS:</b>				
4. 880 yards .....	3' 5 "	2' 40"	2' 15 "	1" 2 pts.
5. 1 mile .....	6' 50 "	6'	5' 10 "	1" 1 pt.
6. 2 miles .....	14' 20 "	12' 40"	11'	2" 1 pt.
<b>GROUP III—JUMPS:</b>				
7. Running High jump...	3' 3 $\frac{1}{2}$ "	4' 4"	5' 4 $\frac{1}{2}$ "	1" 4 pts.
8. Running broad jump..	9' 10 "	14'	18' 2 "	1" 1 pt.
9. Running, hop, step, and jump .....	21' 8 "	30'	38' 4 "	2" 1 pt.
<b>GROUP IV—THROWING:</b>				
10. Baseball throw .....	175'	225'	275'	1' 1 pt.
11. 8-lb. shot .....	20'	32' 6"	45'	1' 4 pts.
12. Discus throw .....	50'	75'	100'	1' 2 pts.
<b>ALTERNATES OR ADDITIONS</b>				
Pole Vault (Group 3).....	4' 10 "	6' 11"	9'	1" 2 pts.
120-yd. hurdle (Group 3)...	26 "	22"	18 "	$\frac{1}{5}$ " 2 $\frac{1}{2}$ pts.
12-lb. shot (Group 4)....	15'	27' 6"	40'	1' 4 pts.
12-lb. hammer (Group 4). .	50'	75'	100'	1' 2 pts.

## Limiting Activities to Physical Capacities \* 3

Running is an exceedingly valuable activity for lung and heart development, but care must be exercised to see that boys and girls are not overtaxed. In track racing no boy under 13 should run more than 100 yards and no boy under 16 more than 200 yards. No boy should run 440 yards in a track meet unless he is 18 years of age or over. In cross country running or hare and hound chases distances up to two miles may be run by boys between 13 and 16, if care is exercised in pace making. Races for younger children should be of short distances only.

The organization of single and dual games is not wise for boys and girls under 13, for they have not the skill to play them. Regular base-

ball and football are not suitable for boys below this age, but there are many team games such as modified forms of playground ball which are of great value for both boys and girls.

### Age Aims

From knowledge and observation it has been discovered what can be expected physically from boys and girls of certain ages. Mr. William A. Stecher, Director of Physical Education, Board of Education, Philadelphia, Pennsylvania, has prepared a number of tables based on age, height and weight, which show age aims for track and field meets and the results secured.

AGE AIMS FOR TRACK AND FIELD EVENTS

Age	Standing Broad Jump (Feet and Inches)		Ball Throw (Feet)		50-Yard Dash (Seconds and Fifths)		Chinning (Times)		Knee Raising (Times)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
8	4	3.8	17	15	9.2	9.4				
9	4.4	3.10	19	17	9.0	9.3				
10	4.6	4	21	19	8.4	9.2				
11	4.10	4.2	23	21	8.3	9.1	1			16
12	5	4.4	25	23	8.1	9	2			25
13	5.2	4.6	27	25	8	8.4	3			28
14	5.6	4.8	30	27	7.4	8.3	4			30
15	5.10	4.10	33	28	7.3	8.2	5			35
16	6.2	5	36	29	7.2	8.1	6			40

### SIGMA DELTA PSI \*

Many colleges and universities have established chapters of Sigma Delta Psi, national athletic honorary fraternity. The trials for meeting the requirements for membership are usually conducted by the intramural department. Publicity concerning the society and its requirements should be given when the fall season opens so that candidates may begin their practice and pass the tests at any convenient time throughout the year. The Sigma Delta Psi has also established a junior division which, though intended for college students of lesser skill, has standards well adapted for use by high school that wish to establish an honorary society of this sport.

\* Reprint from "Intramural Athletics," by E. D. Mitchell, published by Barnes. Copyright, 1925, p. 58.

## PHYSICAL EDUCATION

## SIGMA DELTA PSI REQUIREMENTS

	Senior	Junior
100 yd. dash .....	11 $\frac{1}{2}$ sec.	12 sec.
220 yd. low hurdles .....	31 sec.	33 sec.
Running high jump .....	5 ft.	4 ft. 6 in.
Running broad jump .....	17 ft.	15 ft.
16 lb. shot .....	*30 ft.	25 ft.
Pole vault .....	8 ft. 6 in.	7 ft. 9 in.
Throwing baseball .....	250 ft. on fly.	200 ft. on fly.
Punting football .....	120 ft. on fly.	90 ft. on fly.
Swimming 100 yds. ....	1 min. 15 sec.	50 yds.
Two-mile run .....	12 min. 15 sec.	14 min.
	a. Front handspring b. Front drive over 4 feet. c. Handstand 10 sec.	
Tumbling .....		
Posture .....	Erect carriage	Erect carriage

For candidate 160 lbs. or over. If less than 160 lbs. the following proportion: 160 lbs.: candidates weight: 30 ft.: x.

## PLAYGROUND MATERIAL \*

The chart that follows gives a comprehensive list of things that belong to a fully equipped playground. The subject is considered from the standpoint of a large playground. The small playground can select the things that it needs the most and can best afford.

1. Ground Facilities	2. Play Supplies
Field house	Balls for games
Shelter house	Playground ball
Toilets	Basketball
Drinking fountains	Volley ball
Water faucets	Baseball
Flag pole	Football
Swimming pool	Cage ball
Track and field athletics	Tennis balls
Running track	Handball
Jumping pits	Hockey (field)
Shot pits	Water polo
Fields for games	Tether ball
Baseball	Vaulting standards and pole
Playground ball	Measuring tape
Soccer or football	Quoits
Field hockey	Horseshoes
Courts for games	Croquet sets
Tennis	Boxing gloves
Volley ball	Bean bags
Handball	Ring toss
Basketball	Target board
Croquet	Medicine ball
Tether ball	Handicraft materials.
Quoits or horseshoes	

\* Reprint from "The Theory of Organized Play," by W. P. Bowen and E. D. Mitchell, published by A. S. Barnes & Co. Copyright, 1923, pp. 76-77.

3. Play Apparatus	
Swings	Swinging rings
Sand bin	Merry-go-round
Giant Stride	Bag swing
Horizontal bar	Balancing board
Seesaws	Jumping stairs
Slides	Sliding pole
Teeter ladders	Flying Dutchman
Parallel bars	Vaulting horses
Traveling rings	Junglegym
4. Miscellaneous	
First-aid outfit	Equipment chest
Repair kit	Awnings
Benches	Attendance blanks
Tools for maintenance	Prizes
Roller	Cards for tests
Marker	

## SELECTED BIBLIOGRAPHY

## ATHLETICS

*Baseball*—

"Baseball Notes for Coaches and Players." Berry. Barnes. 1922.

"Baseball." Clark and Dawson. Scribner. 1915.

"Fundamentals of Baseball." Wardlaw, Charles D. Scribner. 1924.

*Basketball*

"Basketball and Indoor Baseball for Women." Frost and Wardlaw. Scribner. 1920.

"Basketball. How to Coach the Game." Mather and Mitchell. Barnes. 1925.

"Basketball." Wardlaw and Morrison. Scribner. 1921.

*Football*

"Principles of Football." Heisman. Sports Pub. Co., St. Louis, Mo. 1921.

"Football." Wilce, J. W. Scribner. 1923.

*Hockey*

"Field Hockey and Soccer for Women." Frost and Cubberly. Scribner. 1923.

*Swimming*

"Swimming Simplified." Sheffield, Lyba and Nita. Hicks Judd Co. 1920.

"The Diving and Swimming Book." Corsan, George H. Barnes. 1924.

*Tennis*

"Art of Lawn Tennis." Tilden, William T. Doran.

"Tennis for Women." Anderson. Barnes. 1926.

*Track*

Track and Field Athletics. Wegener. Barnes. 1924.

"A Guide to Track and Field Work, Contests and Kindred Activities." Stecher, W. A. McVey. 1912.

"Track Athletics Up to Date." Clarke, E. H. Duffield. 1920.

All official handbooks. Spalding's Athletic Library. American Sports.

## ATHLETIC TRAINING, etc.

"Athletics for Girls and Women." Spalding's Athletic Library. No. 115 R. American Sports.

"Athletic Trainings." Murphy, Michael, C. Scribner. 1918.

Amer. Natl. Red Cross Book, "First Aid and Relief Columns." American Red Cross, Washington, D. C.

"Preparation of School Grounds for Play Fields & Athletic Contests." Supt. of Documents. Govt. Printing Office, Washington, D. C.

"Suggestions for a Physical Education Program for Small Secondary Schools." Physical Education. Series No. 3. Dept. of the Interior. Bureau of Education. 1923.

#### PLAYS, GAMES AND CAMPING

"Individual and Mass Athletics." Staley, S. C. Barnes. 1925.

"Games, Contests and Relays." Staley, S. C. Barnes. 1925.

"Play." Angell, Emmett D. Little, Brown. 1910.

"Games for the Playground, Home, School and Gymnasium." Bancroft, Jessie H. Macmillan. 1919.

"Handbook of Athletic Games." Bancroft and Pulvermacher. Macmillan. 1923.

"The Practice of Organized Play." Bowen and Mitchell. Barnes. 1924.

"Woodcraft Manual for Boys." Seton, Ernest T. Woodcraft League of America. Doubleday, Page. 1921.

"Games and Recreational Methods for Clubs, Camps and Scouts." Smith, Charles F. Dodd.

"Health by Stunts." Pearl and Brown. Macmillan. 1921.

"Ice Breakers and the Ice Breaker Herself." Geister, Edna. Woman's Press. 1921.

#### DANCING

"Dances of Our Pioneers." Ryan, Grace L. Barnes. 1926.

"Athletic Dances and Simple Clogs." Hillas and Knighton. Barnes. 1926.

"Natural Rhythms and Dances." Colby, Gertrude K. Barnes. 1922.

"The Clog Dance Book." Frost, Helen. Barnes. 1924.

"Clogs and Character Dances." Frost, Helen. Barnes. 1924.

"Dances of the People." Burchenal, Elizabeth. Schirmer. 1913.

"American Country Dances." Burchenal, Elizabeth. Schirmer. 1918.

"Dances of Old Homelands." Burchenal, Elizabeth. Schirmer. 1922.

"English Country Dances." Sharpe, Cecil. Parts I, II, III, IV.

"Morris Dances." Sharpe, Cecil. Parts I, II, III, IV, V. Novello and Co., London.

"Gymnastic and Folk Dancing." Five vols. Hinman. Barnes.

Addresses of publishers given on page 397.

## TOPIC 15

### CONTESTS

#### Intramural and Interscholastic

- A Football Contest
- A Basketball Contest
- Track and Field Meet
- A Baseball Contest
- Athletic Association Constitutions
- The State Letter Plan



## TOPIC 15

### CONTESTS

#### INTRAMURAL AND INTERSCHOLASTIC

There is perhaps no finer way to express citizenship than through wholesome teamwork. Co-operation and competition are strong characteristics. The athletic contest, properly trended, is an activity teeming with co-operation and competition.

Contests are constantly growing in popularity. Most states, through the departments of physical education and secondary education, or through universities and colleges are conducting contests of all types for high school students.

Along with the general enthusiasm of the contest many evils, as well as constructive forces, have found expression. The state agencies are advancing every effort to eliminate, or reduce to a minimum, existing evils. Believing that the state institutions have perfected the organization and regulation of the contests to the best degree yet attained, some of the regulations set forth by some of the states is presented for use. A study of this material will afford many helpful suggestions to the schools interested in contests. The material may be adapted to local conditions, county or district meets, or further development of statewide plans.

#### A FOOTBALL CONTEST

NOTE.—The regulations presented are those used by the High School Athletic Association of North Carolina. Material from bulletin, "The High School Athletic Association of North Carolina," Vol. IV, No. 4. University of North Carolina Extension Division. Chapel Hill, N. C. October, 1924.

#### REGULATIONS

1. The contest shall be open only to member schools of the High School Athletic Association of North Carolina.
2. Any football team representing such a member high school, city or rural, that is made up of strictly bona fide students, all of whom are eligible to represent their school under the following regulations, shall be entitled to enter the championship series, provided the faculty manager shall by October 24th apply to the committee for entrance into the contest and shall send a list of his players, with their individual records, fully certified to on proper forms by the superintendent or high school principal. Blanks to

be used in certifying players and giving their records will be furnished by the committee upon application.

3. To be eligible to represent any high school a player must be in regular attendance at that school at the time of any game in which he participates, and he must have made an average daily attendance record in that school of at least 60 per cent, measuring from the opening day of that school in the fall of 1924 up to the time of any game in which he participates.

4. To be eligible a player must have made for the previous school month passing grades on a majority (more than half) of the studies in some regularly organized course of study in the high school which he wishes to represent.

5. To be eligible to represent any high school a player must qualify under one or the other of the following requirements:

(a) He must have made passing grades for a four months or longer school term of the school year 1923-24 on a majority of the studies in some regularly organized course of study in the same school which he is attending in the fall of 1924 and which he wishes to represent in the high school football championship contest of 1924.

(b) In the event that the student cannot qualify under the foregoing condition, then to be eligible he must have made passing grades for a full year's terms of the school year 1923-24 on a majority of the studies in some regularly organized course of study in some other school than the one which he is attending in the fall of 1924 and which he wishes to represent in the high school football championship contest of 1924.

Further, before a student who is in a different school in the fall of 1924 from the school which he attended in the school year 1923-1924 can be considered eligible, there must be submitted to the committee a statement signed by a proper official of the school which he attended in the school year 1923-24, stating that he passed the work required in the paragraph immediately preceding; and, further, this statement must have the committee's approval before the aforesaid student can be considered eligible.

6. No student who became twenty-one years of age on or before September 1st, 1924, shall be eligible to represent his high school in the student championship series.

7. No post graduate of a school—that is, no student who has already finished a four-year high school course—shall be eligible to represent his school in the championship series. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior-senior plan, unless these students have already been graduated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already or awarded diplomas, they are, of course, ineligible.

8. No student shall be considered eligible unless he is a member of a grade at least as high as the eighth in the school which he attends.

9. No teacher, coach, professional athlete or former college student shall be allowed to take part in the games under any circumstances.

10. No student who has received for participation in any athletic game, or games, any sum of money in excess of his actual and bare, legitimate expenses incurred in playing the game or games, shall be eligible to represent his school in the championship series. (The only items of expense that are to be considered legitimate under this regulation are board, lodging, transportation, and laundry.) Before any student who has received money can be considered as eligible, he himself and his high school principal must make definite declaration to the committee that his case comes within the limits designated in this regulation. Provided, that in case an appeal on eligibility is made to the committee under this regulation, the committee will review the evidence in the case and will render a decision.

The foregoing rule in regard to the receipt of money for certain expenses strictly set down relates to participation in games between teams other than high school teams; and it is understood, of course, that a student cannot receive remuneration for his participation in high school athletics and still be eligible for the high school football championship series.

11. No student shall be considered eligible to represent his school in this championship series who has already represented a high school, or high schools, during any game or part of a game in four championship series in football in previous years. Participation in one or more years of private school football shall count the same as one or more years in the championship series. Participation in one or more years of high school football in other states shall count the same as one or more years in the championship series.

12. If one or more ineligible players are used on a team during a game, then that game shall be forfeited to the opposing team.

13. Immediately after October 25th, at the call of the committee, a conference will be held of the faculty managers of all teams entering the eastern championship series, and a conference will be held of the faculty managers of all the teams entering the western championship series. These conferences will arrange the schedule of the championship series, east and west, for the purpose of selecting through a process of elimination two teams which shall come to Chapel Hill for the final State championship game, the date and hour for this game to be settled by the committee, and the officials who shall handle the game to be selected by the committee. Provided, that should any two managers fail to agree among themselves at the conference as to whether their teams shall meet on the home field of either of the teams, and should they fail further to agree on some nearby neutral meeting place, then it is understood that their teams shall meet at the University under whatsoever financial conditions the committee may be able to propose and at whatsoever date and hour the committee may name, and under whatsoever officials the committee may select.

14. The committee will pay the railway fare both ways on a basis of fifteen men per team and will provide entertainment at Chapel Hill for the two teams which shall be selected through the process of elimination to play the State championship game.

### A BASKETBALL CONTEST

NOTE.—The material for this contest and the one for Track is presented from the New York State Public High School Athletic Association Yearbook for 1925-26. Physical Education Bureau, State Department of Education, Albany, N. Y.

### SPECIAL REGULATIONS GOVERNING BASKETBALL

1. The State committee on basketball shall consist of one representative from each section, into which the State is divided for basketball sectional championships.

2. The sectional representative shall be responsible to the State committee on basketball for arranging the sectional championship contests. He shall appoint as his committee the presidents of the approved leagues in his section.

3. A league to be accredited must accept and abide by the eligibility rules of the Public High School Athletic Association and must make application to the Basketball Committee for approval on or before February 1st. The president of such league, before the date of the sectional championships must see to it that all public schools in it are paid-up members of the State association.

4. Participation in sectional championships is limited to the public high school teams finishing highest in the league, or to the team that the local league officials may designate as the one to represent the league.

5. Section championships are to be played on neutral courts. High school teams located in places where final or sectional championships are to be played shall not be allowed to practice or play match games on any court where such championship is to be played for at least three weeks preceding the game. During the playing season occasional match games may be scheduled, but the court must not be used for regular practice.

6. All receipts over the expenses involved in conducting sections or grand championships shall be turned over to the Treasurer of the association. The fund thus estab-

## PHYSICAL EDUCATION

lished shall be used in defraying expenses of the Sectional and State championships, including traveling expenses of competing teams, if balance permits. In case the balance is insufficient to cover the entire expense of the State Grand Championship, the fund will be divided pro rata according to the distance traveled by the various teams.

7. (a) On or before January 1st, each basketball team is required to file a list of its eligible players with the president of its local league; a copy to go to the sectional representative of the executive committee and a third copy to the president of the association. A standard blank will be supplied for this purpose.

(b) At the close of the league schedule a list of players eligible to play in the sectional or State tournaments must be filed with the sectional representative of the executive committee and a copy to the president of the league with full report on all games played in the league and the final league standing.

8. Any protest regarding games should be made in writing within forty-eight hours after the contest. It should be signed by the principal of the protesting school and sent to the sectional representative of the executive committee and a copy sent to the principal of the opposing school.

No protests relating to section or State grand championship will be considered unless received three days before the date of the contests. Copy of protest with supporting evidence shall be filed with the proper officials and copy of protest sent to principal of school against which protest is lodged.

### RECOMMENDATIONS

The executive committee strongly urges all school authorities in the State against the employment of outside coaches. The most wholesome conditions prevail when the coaching is done by a faculty member, who does not hold his position by virtue of having a winning team.

It is also urged that coaches shall confine practice periods in basketball to reasonable length and number. Excessive practice is recognized to be harmful to the boy, and it must be remembered that athletics are for the boy, not the boy for athletics.

The attention of principals and coaches is called to the official basketball rule which requires that all high school games be played in eight-minute quarters.

It is recommended that basketball teams equip themselves with plain white shirts for home games and dark-colored shirts for games away from home.

## Track and Field Contest

### REGULATIONS GOVERNING CHAMPIONSHIPS

#### TRACK AND FIELD

1. The State committee on track and field shall consist of one representative from each of the geographical sections into which the State is divided for sectional championships.

2. The sectional representative of the State committee shall annually appoint a sectional committee to assist in the work of the association in his section and shall act as chairman of this committee.

This committee shall aid in:

- (a) Promoting track athletics in the high schools of the section.
- (b) Arranging for sectional championships.
- (c) Selecting members of the sectional team and arranging for supervising of same during trip to and from, and while at, statewide championship.

3. The individual winners of each event in the sectional meets shall comprise the team to represent the section in the statewide meet. The high school medley relay team winning the sectional relay race shall represent the section in that event.

4. (a) Contestants in 440, 880, mile and hurdles may not enter other events.  
(b) A contestant may elect to compete in any two field events.  
(c) The contestant may compete in the 100 and 220, or in the 100 or 220 and any one field event, or in the 100 or 220 and one of these distances in a relay.

5. A school may enter three men for each event, but only two will be permitted to compete. One must be scratched.

In the entry for the relay a double list of names may be submitted.

A contestant may be entered for one more event than he is allowed to compete in, a choice of which event will be dropped to be left to the representative of his school on the day of the competition.

The order of running in the medley relay shall be: 1st—440; 2nd—220; 3rd—100; 4th—880.

6. Each section is authorized to hold its sectional meet in two classes. (1) Class A, for schools with enrollment of one hundred or over; (2) Class B, for schools with enrollment under one hundred.

(a) Where sectional meet is held in two classes, the individuals making the best records in each event will make up the sectional team to go to the grand championship. In case of a tie a special event shall be held to decide the winner when this is possible. When not, the chairman of the sectional committee shall determine how the tie is to be decided.

7. The chairman of each sectional committee shall himself accompany the team to the State championship or shall designate some responsible school official to be responsible for the conduct and safety of the team. There shall be no coach officially designated to accompany the team to the statewide championships. No coach as such is eligible to represent a section at the statewide meet. He may, however, accompany the team unofficially.

8. Each high school will pay the traveling expenses of its team in attending sectional championships; local entertainments to be provided by sectional committees in organizing and conducting sectional championships are to be charged against the receipts. The Central Committee will not pay for any deficit incurred in sectional meets.

9. Profits from sectional and statewide meets are to be pooled and used to help defray traveling expenses of the sectional teams in attending the statewide championship. If this balance is insufficient to cover all traveling expenses, the fund will be divided pro rata according to distance traveled. Any section raising funds to equal or exceed its railroad expenses in attending the State meet will be allowed the entire railroad expenses.

10. Schools should submit to the sectional representatives of the Central Committee, one week prior to the sectional championship meet a list of their contestants certified to by the principal as to age, scholarship and physical condition, using entry blanks provided by the State association.

11. Each sectional committee shall appoint a director of games for the sectional championship and shall in consultation with him select the officials for the meet. It is understood that such official shall not be connected with any of the competing schools. The Executive Committee of the Central Committee shall appoint the director of games for the statewide championships and arrange the selection of officials as provided in the by-laws. Honorary officials shall include the Governor of the State and the Commissioner of Education.

#### AWARDS

(a) The Central Committee shall arrange for suitable certificates to be awarded individual winners in the various sectional and State championships. These certificates will entitle holders thereof to obtain and wear the official State emblem. The sectional committee shall arrange for a suitable trophy for the high school winning the most

points in the sectional meets and suitable trophy for the winning relay team. These should be perpetual trophies to be competed for annually. The Central Committee shall arrange for suitable trophies for the statewide championship. A college or institution holding a sectional or State meet is permitted to purchase and award the State official medals to the individual winners.

(b) In case of a tie for second, third or fourth places, the points are to be divided and both boys given certificates and allowed to wear medals.

(c) When two or more sections are tied in the number of points, the point trophy shall be awarded to the section whose representatives secure the greatest number of first places. If two or more sections are still tied for points, then to the section whose representatives secure the greatest number of second places.

#### LIST OF EVENTS, 1925

100-yards dash.	440-yards run.	1-mile run.
220-yards dash.	880-yards run.	220-yards low hurdles.
Medley relay: 440 yards, 220 yards, 100 yards, 880 yards.		
12-lb. shot put.	Running broad jump.	Running high jump.
		Pole vault.

The list of track and field events used in the North Carolina contest is also presented:

The following events are used: (1) 100-yards dash, (2) 220-yards dash, (3) 440-yards run, (4) 880-yards run, (5) one-mile run, (6) 120-yards low hurdles, (7) high jump, (8) broad jump, (9) pole vault, (10) 12-pound shot put, (11) discus throw, (12) javelin throw, (13) a relay race.

### A Baseball Contest

NOTE.—The regulations are those used in the North Carolina Association, 1925.

#### REGULATIONS

1. The contest shall be open only to member schools of the High School Athletic Association of North Carolina.

2. Any baseball team representing such a member high school, city or rural, that is made up of strictly bona fide students, all of whom are eligible to represent their school under the following regulations, shall be entitled to enter the championship series, provided the faculty manager shall by April 18th apply to the committee for entrance into the contest and shall send a list of his players, with their individual records, fully certified to on proper forms by the superintendent or high school principal. Blanks to be used in certifying players and giving their records will be furnished by the committee upon application.

3. To be eligible to represent any high school, a player must be in regular attendance at that school at the time of any game in which he participates, and he must have made an average daily attendance record in that school of at least 60 per cent, measuring from the opening day of that school in the fall of 1924 up to the time of any game in which he participates.

4. To be eligible, a player must have made for the previous school month passing grades on a majority (more than half) of the studies in some regularly organized course of study in the school which he wishes to represent.

5. To be eligible, a student must have made passing grades for the three months or longer fall term of the school year 1923-24 on a majority (more than half) of the studies in some regularly organized course of study in the school which he is now attending and wishes to represent.

6. No student who became 21 years of age on or before September 1, 1923, shall be eligible to represent his school in the high school baseball championship series.

7. No post-graduate of a school—that is, no student who has already finished a four-year high school course, shall be eligible to represent his school in the championship series. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior-senior plan, unless these students have already been graduated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already, or awarded diplomas, they are, of course, ineligible.

8. No student shall be considered eligible unless he is a member of a grade at least as high as the seventh in the school which he attends.

9. No teacher, coach, professional athlete or former college student shall be allowed to take part in the games under any circumstances.

10. No student who has received for participation in any athletic game, or games, any sum of money in excess of his actual and bare legitimate expenses incurred in playing the game or games, shall be eligible to represent his school in the championship series. (The only items of expense that are to be considered legitimate under this regulation are board, lodging, transportation, and laundry.) Before any student who has received money can be considered eligible, he himself and his high school principal must make definite declaration to the committee that his case comes within the limits designated in this regulation. Provided, that in case an appeal on eligibility is made to the committee under this regulation, the committee will review the evidence in the case and will render a decision.

The foregoing rule in regard to the receipt of money for certain expenses strictly set down relates to participation in games between teams other than high school teams, and it is understood, of course, that a student cannot receive remuneration for his participation in high school athletics and still be eligible for the high school baseball championship series.

11. No student shall be considered eligible to represent his school in this championship series who has already represented a high school or high schools, during any game or part of a game in four championship series in baseball in previous years. Participation in one or more years of private school baseball shall count the same as one or more years in the championship series. Participation in one or more years of high school baseball in other states shall count the same as one or more years in the championship series.

12. If one or more ineligible players are used on a team during a game, then the game shall be forfeited to the opposing team.

13. Immediately after April 19th at the call of the committee, a conference will be held of the faculty managers of all teams entering the eastern championship series, and a conference will be held of the faculty managers of all teams entering the western championship series. These conferences will arrange the schedule of the championship series, east and west, for the purpose of selecting through a process of elimination two teams which shall come to Chapel Hill to play the final State championship game, the date for this game to be settled by the committee, and the officials who shall handle this game to be selected by the committee. Provided, that should any two managers fail to agree among themselves at the conference as to whether their teams shall meet on the home field of either of the teams, and should they fail further to agree on some nearby neutral meeting place, then it is understood that their teams shall meet at the University under whatsoever financial conditions the committee may be able to propose and at whatsoever date and hour the committee may name and under whatsoever officials the committee may name.

14. The committee will pay the railway fare both ways on a basis of ten men per team and will provide entertainment at Chapel Hill for the two teams which shall be selected through the process of elimination to play the State championship game.

### Constitutions

Two statewide association constitutions, a sample constitution for a girls' athletic association, and the bylaws of a state athletic constitution for girls, are listed for suggestive material. Local groups wishing to organize into associations will find many helpful points from these well organized plans.

Constitution I. Constitution of the New York State Public High School Athletic Association, 1925-26.

### CONSTITUTION AND BY-LAWS

#### ARTICLE I—*Purpose*

To provide a Central Association through which public high schools of the State may co-operate for the following ends:

1. To strengthen the work of the local schools in developing good sportsmanship and high ideals among contestants and teams and to promote all forms of athletics for high school boys.
2. To strengthen and unify eligibility rules governing participation in interschool athletics.
3. To make plans for and to conduct sectional championships and statewide championships, also to provide committees for determining sectional and State championships, whenever practical in the sports for which no sectional or State championship tournament is held.

#### ARTICLE II—*Officers and Duties*

1. The Chief of the Bureau of Physical Education of the New York State Department of Education shall be the ex-officio President of the Association. He shall appoint a Central Committee representing the different athletic sports.
2. The Central Committee shall elect from among its members a Chairman, Vice-Chairman, Secretary and Treasurer.
  - (a) This committee shall draw up rules governing the requirements for admission to the Association and shall appoint committees to handle the details of determining sectional and State championships in the different sports and rules and regulations for conducting same.
  - (b) The Chairman of this committee shall preside at meetings of the committee and perform such other duties as usually come under the office of Chairman.
  - (c) The Vice-Chairman shall preside in the absence of the Chairman and shall act for him.
  - (d) The Secretary shall keep the minutes of all meetings of the Association.
  - (e) The Treasurer shall receive all enrollment fees; keep careful statement of same and submit a report at regular meeting of the Central Committees. He shall disburse money only on vouchers signed by Chairman or President of the Association. He shall give receipts to schools enrolling—this receipt to be in the form of certificate of membership in the Association.
3. Each sport committee shall elect its own officers and shall have jurisdiction under the general rules of the central association over matters pertaining to sectional and statewide championships in its sports.
4. Officers of the Central Committee shall be elected at the annual meeting in December.

**ARTICLE III—Executive Committee**

The officers of the Central Committee and the President of the Association shall constitute an Executive Committee and shall have power to handle all matters not covered by this Constitution and By-Laws and questions coming up between the meetings of the Central Committee, including questions of eligibility and protests.

**ARTICLE IV—Membership**

1. Requests for membership in the Association and representation in the sectional championships should be signed by the principal of the petitioning school and sent to the President of the Association with enrollment fee.

2. All schools enrolled in the Association agree to abide by the minimum eligibility rules adopted by the Central Committee.

**ARTICLE V—Fees**

The annual membership fee shall be \$2.00 for schools with student enrollment of less than 100; \$4.00 for schools with enrollment from 100 to 300; \$6.00 for schools with enrollment over 500. Basis for enrollment shall be the total registration as last reported to the State Department of Education. Membership fees are due October 1st. One fee entitles schools to participate in any form of athletics under the auspices of the Association, and must be paid before the school may participate in any athletics under the supervising of the State Association. In order to be eligible to participate in spring athletics, fees must be paid before May 1st.

**ARTICLE VI—Council**

All principals of high school which are members of this Association are members of the Advisory Council of the Association. They are eligible to serve on committees and entitled to make recommendations to the executive committee on all matters pertaining to the conduct of interscholastic athletics.

**ARTICLE VII—Quorum**

Four members of the Central Committee, with the State Supervisor of Physical Education, shall constitute a quorum providing due notice has been given all members of the committee of the date, time and place of meeting.

**ARTICLE VIII—Annual Meeting**

An annual meeting shall be held in December each year, and such other meetings as may be necessary on call of the President or Chairman of the Central Committee.

**ARTICLE IX—Amendments**

Amendments to the constitution may be made at any regular meeting of the Central Committee, provided notice of the proposed change has been submitted in writing to all members of the committee at least ten days in advance of the meeting.

**ARTICLE X**

Schools that are members of the State Association must abide by minimum state eligibility rules in all interscholastic athletic competitions.

**ARTICLE XI**

Any school violating the state eligibility rule may be suspended from the State Association by the Central Committee and barred from participation in any of the authorized activities for a period of one year.

## BY-LAWS

## ELIGIBILITY

1. A pupil must be registered in the school he is to represent not later than three weeks after the beginning or within three weeks after the opening of the semester in which the sport begins, and must have been in attendance 80 per cent of the time from date of his enrollment that school year to the date of the league game or contest.

The transfer from one school to another, of pupils who have previously represented in athletics a school of equal grade and whose transfer does not involve a change of residence of the pupil's parents, must be submitted to, and be approved by, the Executive Committee of this Association before the pupils may be eligible to represent the new school.

NOTE: In case of transfer because of change of residence of parents, if he has honorable dismissal and transfer from other school, and if he meets the requirements of the eligibility rules, a student will be eligible to represent his new school two weeks after enrolling.

2. A player or contestant must be in good standing, taking sufficient subjects to make an aggregate amount of fourteen Regents counts, or its equivalent, not less than nine of which must be new work and maintaining a grade of scholarship satisfactory to the school authorities. In addition he must have passed an aggregate of nine school credit hours his preceding semester.

3. A player or contestant who has passed his 21st birthday on or before the opening game in his league, or before the date of the sectional championship in sports that do not have preliminary league schedules, is not eligible to participate.

4. A player or contestant shall be ineligible to take part in any sport who has represented a high school of similar standing for four years in that sport. Representing means taking part in any inter-school contest.

5. All contestants must be amateurs. An amateur is one who has not competed under a false name and who has not received money, directly or indirectly, for physical or athletic competition or instruction. This does not apply to recreational or playground work of a public nature, conducted by municipalities. It is understood that this rule will take effect upon the date of admission of a league to the Association and that it will not be retroactive.

6. (a) A pupil may not represent the school team and during the same season compete on teams representing other athletic organizations.

NOTE: (a) This includes city leagues, industrial, Sunday school, Y. M. C. A., or any other organization maintaining a regular schedule.

(b) The beginning of the season shall be coincident with the first interscholastic game or contest.

(c) This rule does not apply to skating.

7. (a) Contestants must be undergraduates. An undergraduate is one who is carrying his required amount of school work and who has not received or been awarded a diploma from a high school within New York State, or some equivalent school, or who has not received or been awarded a Regent's diploma.

(b) A pupil who is graduated in January may continue to represent the school during the following term provided he remains continuously in attendance and carries the required amount of school work.

(c) A post graduate who has not reached his 19th birthday on or before the first game in any season may be allowed to play during that season, provided he is eligible in all other ways.

8. A pupil who is enrolled in college may not return to a high school and be eligible for high school teams, and a pupil who has been a member of any athletic squad at a college may not afterward be eligible to play on a high school team.

Constitution II. Constitution of the North Carolina High School Athletic Association.

## CONSTITUTION

### ARTICLE I—*Name*

The name of this organization shall be the High School Athletic Association of North Carolina.

### ARTICLE II—*Object*

The object of this association shall be to foster good feeling and good sportsmanship in the North Carolina high schools; to stimulate, to control, and to direct along sound lines and on a high plane high school athletics in North Carolina by means of high school athletic contests.

### ARTICLE III—*Officers*

The officers of this association shall be a chairman, a vice-chairman, and a secretary-treasurer.

Section 1. The chairman and the vice-chairman shall be elected annually by the executive committee, from the membership of the executive committee, at a meeting held at Chapel Hill in January.

Section 2. The secretary-treasurer of the association shall be a member of the staff of the University Extension Division of the University of North Carolina, named by the University Extension Division.

Section 3. The University Extension Division will bear the expense of the office of the secretary-treasurer and will take care of the printing of circulars, announcements, and bulletins. The University Extension Division will also provide for the entertainment for a period not exceeding two days of the contestants who come to Chapel Hill in the spring High School Week to participate in the interscholastic tennis tournament and the interscholastic track meet.

Section 4. The office of the secretary-treasurer shall be the general clearing house of the association. All applications for membership in the association, and all correspondence as to contests, shall be conducted through the secretary's office. The secretary will call conferences of faculty managers to arrange the schedules of the championship series for the various contests and will preside over these conferences. The secretary-treasurer shall keep a record of all meetings of the association and of the executive committee. He shall have charge of all funds of the association and shall render reports to the executive committee and to the association at its annual meeting of receipts and disbursements.

Section 5. It shall be the duty of the chairman to preside at the annual meetings of the association, at the meetings of the executive committee, and at the meetings of the committees in charge of the various contests. It shall be the duty of the chairman to call meetings of the executive committee. It shall be the duty of the chairman in conjunction with the secretary and with the executive committee to set the date for the annual meeting.

Section 6. It shall be the duty of the vice-chairman to preside in the absence of the chairman.

### ARTICLE IV—*Executive Committee*

Section 1. The executive committee shall consist of the chairman; the vice-chairman; the secretary-treasurer; two superintendents named by the president of the State association of city superintendents; two high school principals, named by the president of the State association of high school principals and teachers; four high school principals or superintendents, chosen by the member schools of the association at the annual meeting at Chapel Hill in April or May; and the members of the University committee on high school athletics, provided that, exclusive of the secretary-treasurer, the members

of this University committee on high school athletics, shall not exceed eight in number. (Until January 1, 1925, the University committee on high school athletics, enlarged by the addition of several superintendents, appointed by the president of the State association of city superintendents, and by the addition of several high school principals, appointed by the president of the State association of high school principals and teachers, will serve as the acting executive committee of the association.)

Section 2. It shall be the duty of the executive committee to outline, subject to such restrictions as may be placed upon it by this constitution, the rules and regulations which shall govern the various championship contests; to issue these rules and regulations in circular form; and to exercise through properly delegated sub-committees, or contest committees, all of which committees shall include the chairman and the secretary of the executive committee *ex officio*, general supervisory powers over the various contests. It shall be the duty of the executive committee to send out through the secretary's office, wherever practicable, suggested rules and regulations in advance to all the schools which intend entering the contests and to ask the opinion of the various schools on the matter of the rules and regulations.

Section 3. No superintendent or high school principal shall be eligible to succeed himself in immediate succession on the executive committee; provided, however, that this shall not be construed to debar from membership on the executive committee for a term beginning January 1, 1925, any superintendent or high school principal who is a member of the enlarged University committee on high school athletics, which is serving as the acting executive committee of the association until January 1, 1925. The term of office of each superintendent or high school principal on the executive committee shall be for two years, with the exception that for the first term the length of service of the following shall be for one year: One superintendent selected by the president on the State association of city superintendents, one high school principal chosen by the president of the State association of high school principals and teachers, and two superintendents or principals elected by the member schools of this association at the first annual meeting. The first day of January is to be regarded as the date on which a superintendent or high school principal will become a member of the executive committee, or will retire from membership on the executive committee.

#### ARTICLE V—*Membership*

Any public high school of North Carolina, which has been placed on accredited relations by the State Department of Education, is entitled to become a member of this association, provided the superintendent or high school principal of the school in question will file with the executive committee an application for membership, in proper form on blanks to be furnished; and provided the superintendent or high school principal will agree to see to it that in the contests his high school abides by the eligibility requirements and the other requirements laid down in the regulations which are issued to govern the various athletic contests conducted by this association; and provided that the superintendent or high school principal will give assurance that he and his school will accept promptly the rulings of the executive committee, or of any sub-committee, or contest committee, of the executive committee, upon any matter brought to the attention of the committee.

#### ARTICLE VI—*The Championship Contests*

The contests which are to be conducted under the auspices of this association are the high school football championship contest, the high school basketball championship contest, the high school baseball championship contest, the interscholastic track meet, the interscholastic tennis tournament and such other contests as may be added from time to time. The football, baseball and basketball contests will be conducted by means of State championship series, which will be strictly elimination series, and which will be open, on a basis of equality, to all member schools of the association who fulfill the

requirements laid down. The track meet and the tennis tournament will be held at Chapel Hill.

#### ARTICLE VII—*Voting*

All member schools shall have votes in accordance with the number of championship contests which they have participated in within the twelve months prior to the time when the balloting takes place. A member school which has entered no contest will have no vote. A member school which has entered one contest will have one vote. A member school which has entered two contests will have two votes. A member school which has entered three contests will have three votes. A member school which has entered four contests will have four votes. A member school which has entered five contests will have five votes. Votes will be cast by superintendents, principals, or regularly accredited faculty athletic managers of the schools concerned; or the votes may be cast by proxy.

#### ARTICLE VIII—*Change in Constitution*

Section 1. A vote of two-thirds of the total possible vote is necessary to change the constitution. A quorum for transacting business shall be one more than half the total possible vote.

Section 2. Any change in the constitution must be submitted to the secretary's office twenty days before the annual meeting is to be held in April or May, and the proposed change, in order to have any consideration, must be proposed and signed by the superintendents or high school principals of at least six of the member schools of the association. The secretary will send out the proposed change, when the stipulated conditions shall have been fulfilled, to all member schools at least fifteen days before the annual meeting, and the balloting on the proposed change will take place at the annual meeting.

#### ARTICLE IX—*Annual Dues*

Membership in this association shall be contingent upon the payment by the member schools of such annual dues as the executive committee may deem necessary; provided, however, that the annual dues in any case shall not exceed ten dollars per year for any member school.

#### ARTICLE X—*Annual Meeting*

The annual meeting of the association will be held in Chapel Hill in April or May, on a date to be set by the chairman, acting in conjunction with the secretary and the executive committee. The annual meeting will receive the report of the secretary-treasurer; will hold elections to membership on the executive committee, under the plan previously described in this constitution; and will transact such other business as may come before the meeting. Balloting will be carried on as hereinbefore described in this constitution.

#### ARTICLE XI—*Constitution in Effect*

This constitution shall be regarded as being in force when membership in the High School Athletic Association of North Carolina shall have been applied for on the part of fifteen high schools, and when these fifteen schools shall have been enrolled as members. All high schools becoming members of the High School Athletic Association prior to the beginning of the high school basketball championship contest of 1924, shall be regarded as charter members of the association.

#### ARTICLE XII—*Suspension of Members*

Any high school which shall knowingly and wilfully use an ineligible player in a contest of the association shall be debarred from taking part in the contests of the association for one year.

Constitution III. A sample Constitution for a local association of Girls' Athletics. Suggested by the Athletic Association of North Carolina High School Girls, 1922.

CONSTITUTION OF THE GIRLS' ATHLETIC ASSOCIATION  
OF THE ————— HIGH SCHOOL

I—PREAMBLE

We, the girls of the ————— High School, for the purpose of promoting athletics for girls and thereby furthering health, sportsmanship and school spirit in our high school, do adopt the following constitution:

ARTICLE I—*Name*

The name of this organization shall be "The Girls' Athletic Association of the ————— High School."

ARTICLE II—*Object*

The object of this association shall be to encourage athletics for all the girls of the high school, to develop a spirit of fair play and sportsmanship; and to create a spirit of fellowship among the students.

ARTICLE III—*Faculty Leadership*

Section 1. A Faculty Council for the Association shall be appointed by the principal as follows:

1st. A faculty head of the association who shall have general supervision over all the work of the association.

2nd. A faculty secretary who shall assist the student secretary in keeping her records.

3rd. A faculty head for each sport, and for the group of girls observing "Training."

4th. The principal of the high school and the dean of girls, in schools having this office, shall be *ex officio* members of this council.

Section 2. This council shall act as an advisory board for the girls' athletics and shall have veto power over the work of the association.

ARTICLE IV—*Membership*

Section 1. Active. Any girl student who has made 50 or more points according to the point system of this organization may become an active member of the association.

Section 2. Associate. Any girl student of the high school may become an associate member of this association.

Section 3. Honorary. Any member of the faculty may become an honorary member of this association by a majority vote of the active members of the association.

Section 4. Active Membership. Any girl desiring membership in the association shall present her name and points in writing to the secretary and after being passed upon by the athletic council shall be declared by the president to be an active member and her name shall be placed on the secretary's roll.

ARTICLE V—*Legislative*

Section 1. All legislative power of the association shall be vested in the athletic council.

Section 2. The athletic council shall consist of the faculty council, and the following

students: President, vice-president, secretary, treasurer, press reporter, and all student heads of sports.

Section 3. A majority of the members of the athletic council shall constitute a quorum, provided one faculty member is present.

Section 4. Meetings of this council shall be at the call of the chairman of the council.

#### ARTICLE VI—*Executive*

Section 1. The executive officers of this association shall be a president, vice-president, secretary, treasurer, press reporter, and the heads of sports.

Section 2. Duties. The president (1) shall call meetings of the association; (2) shall preside over these meetings; (3) and shall perform such other duties as may reasonably devolve upon her.

The vice-president (1) shall be chairman of the athletic council; (2) shall assume the duties of the president in case of her absence, resignation, or forfeiture of office, and (3) shall fulfill such other duties as may reasonable devolve upon her.

The secretary (1) shall keep a record of all proceedings of the association, and of the athletic council, and shall preserve the same in the association record, which shall be accessible to all members of the association; (2) shall keep a permanent record of the names of all members of the association winning points; (3) she shall notify all persons of their election to membership. All applications for membership and awards shall be made to her; (4) she shall conduct all regular correspondence pertaining to the association.

The treasurer shall take charge of the funds of the association.

The press reporter shall endeavor to give publicity to the work of the association.

Student heads of sports (1) shall co-operate with the faculty head of her sport, (a) in arousing and stimulating interest in the sport; (b) in organizing teams; (c) in propagating an ideal of good sportsmanship and fair play and love for the game; (2) shall keep a record of all points made in her sport during the season of that sport, and (3) shall give this record to the secretary at the close of the season.

Section 3. Election of Officers. Time: The president and the secretary shall be elected at a regular spring meeting and shall be installed into office before the close of school. The vice-president, treasurer, and press reporter shall be elected at the first regular meeting in the fall.

The head of each sport shall be elected at the beginning of the season for that sport.

Section 4. Method of Election. (1) The heads of sports shall be elected by the group in that sport, and the election confirmed by the association. (2) Other officers shall be chosen as follows: Two weeks prior to an election the president shall appoint a nominating committee, whose duty it shall be to propose two names for each office, and to post these names at least a week before the election. The floor shall have the privilege of one nomination for each office. The voting for these officers shall be by ballot. A majority vote in each case shall be necessary for election.

Section 5. Any officer may be removed from office by a two-thirds vote of the faculty council.

#### ARTICLE VII—*Meetings*

This association shall hold regular monthly meetings during the school year. Other meetings may be called at the discretion of the president.

#### ARTICLE VIII—*Amendments*

Any proposed amendment to this constitution must be made in writing to the state executive council at least two weeks before the annual meeting at which it is to be presented.

## THE STATE LETTERS

Many states award state letters. This is a practice which should stimulate activity. The plan used in the State of Missouri is given for illustration. The plan may be used in local situations with some changes to meet local conditions.

## The Missouri State High School Letter Plan \*

Beginning with the fall of 1924 the State High School Letter will be offered to all juniors and seniors in high school on the basis of 1,000 points as follows:

*General Requirements for All*

For Health and Absence of Physical Defects.....	100 points
For Correct Posture.....	100 points
For Scholarship of 80 or above for one year with no failures .....	100 points
For Scholarship of 90 or above for two years with no mark below 85.....	200 points
Sportsmanship .....	100 points
Possible .....	500 points

*Athletics*

For walking 100 miles in not more than ten walks....	100 points
For swimming 100 yards by any stroke in still water..	100 points
Passing the Life Saving Test.....	100 points
Second Badge Test.....	50 points
Third Badge Test .....	50 points
Running 100 yards in 11 seconds (boys), 12 seconds (girls); 220 yards in 24 3/5 seconds; 220 low hurdles, 29 3/5 seconds; 120 high hurdles, 19 1/5; high jump, 5 feet and 1 inch; broad jump, 18 feet; pole vault, 9 feet and 6 inches, each event.....	100 points
Not more than 200 points in running events.	
Possible for boys.....	900 points
Possible for girls.....	500 points

*Service*

For unpaid coaching for a season of not less than ten periods, leadership in important student activities, or second class boy or girl scout, campfire girl, or girl reserve who has won ring, each.....	100 points
Possible .....	200 points

\* "Standard Athletics and State Letter," Physical Education Bulletin State Department of Public Schools, Jefferson City, Mo.

*Student Activities*

For membership in School Glee Club or Debating Team .....	100 points
For membership in School Orchestra, playing violin, horn or flute .....	50 points
Possible .....	150 points

*Gymnastics*

For excellence in gymnastics, in any school having an equipped gymnasium.....	100 points
For four major folk dances, such as the Highland Fling, Sailor's Horn Pipe, Irish Lilt, Newcastle or Dixie.....	100 points
Possible .....	200 points

*Games*

For performance in baseball, indoor baseball, soccer, American football, basketball, hockey, volley ball, or tennis, rated "S" by the Physical Director (for each game)	100 points
For making School Team (for each game).....	50 points
For Captain (for each game).....	50 points
Possible	800 points for team membership.

Of these points, the first 400 covering health, posture, sportsmanship and scholarship are required of all; 400 points must be in athletics and games with not more than 200 points in any event. The remaining 200 points are elective.

A diploma of Merit in Physical Education will be awarded by the State Department to any high school having ten or more seniors where 50 per cent of the juniors and seniors pass the second and third Badge Test and the Triple Posture Test and 25 per cent win the State Letter.

Note:—This letter will not be offered to anyone using tobacco or intoxicants.

The Journal-Post of Kansas City is bearing the expense of the letters for 1924-25.

In the physical examination the examiner should be rather lenient with defects that cannot be corrected. A person should not be refused for slight thyroid enlargement or arches that are slightly fallen, and which do not make walking painful, but the examiner should be very exacting in regard to postural defects that can be corrected.

Following the physical examination, a card should be made out for the pupil for the parents, and for the nurse if possible, showing what defects the student has. Exercises should be prescribed for the

student to practice at home in order that he may overcome these defects. When the application is made for the State Letter the examination card should be sent in with the application card but a copy may be retained for local files.

From time to time we shall publish in the various papers lists of students who are physically perfect. We shall need to keep these cards.

As soon as possible please let us know how many students you have in the junior and senior classes of high school who are working for the State Letter. If there are a considerable number it will be worth while for them to organize an M Club, or some similar group in which they can practice the various events.

#### PHYSICAL AND POSTURAL EXAMINATIONS FOR STATE LETTER

City .....	School .....	
Name .....	Age .....	Class .....
Height .....	Weight .....	
Per cent Overweight .....	Per cent Underweight .....	
Condition of Skin .....	Vision .....	
Hearing .....	Teeth attended to .....	
Adenoids .....	Tonsils .....	
Head .....	erect .....	forward .....
Shoulders .....	stooped .....	uneven .....
Shoulder blades .....	flat .....	winged .....
Chest expansion (boys) .....	(girls) Upper chest .....	
	Lower chest .....	
Condition of chest .....	flat .....	full .....
Deformities .....		
Heart .....	Nerves .....	
Spine .....	Hollow back .....	
Lateral curvature .....	Good .....	
Hips .....	regular .....	irregular .....
Condition of feet .....	Other defects .....	
Apparent health .....		
	Examiner.	

## PART V

### PUBLICITY AND PUBLICATIONS

- TOPIC 16: Types and Values of Publications
- TOPIC 17: The Newspaper—School News
- TOPIC 18: The Handbook—School Information
- TOPIC 19: The Annual—School History
- TOPIC 20: The Magazine—School Literature
  - The Scholastic Editor (The County or Local Paper)
- Selected Bibliography

TOPIC 16  
TYPES AND VALUES OF PUBLICATIONS

## TOPIC 16

### TYPES AND VALUES OF PUBLICATIONS

As the school has advanced along democratic lines, and the idea of creating a school consciousness has spread, the promotion of publications and the art of publicity have developed as civic builders and community boosters. The very fact that we are striving for the democratic principles in education finds any means of publicity a forward step to common understanding and a tendency to lift universal intelligence.

#### VALUES

There are a large number of effective values to be derived from the practices of wholesome publications and publicity. A number of these are briefly discussed and others mentioned.

*Project in English.* The types of publications found in the schools had their beginning in the project method of teaching English. These forms of expressions motivate English. Through such channels we find practical opportunities for usable, everyday forms of language expression. As a pedagogical tool they are effective and interesting.

*Public Opinion.* The type of publicity determines, to a large degree, the public opinion of the student body. Through the pages of school publications come an opportunity to unify school citizenship and cultivate a wholesome school spirit. There is also the negative opportunity offered of creating dissension. Proper leadership is obviously essential. Every phase of the school program should tend to elevate the highest type of public opinion.

*Student Expression.* Often teachers and administrators neglect to sound student opinion or allow it to be expressed. There is a growing trend toward student participation in the matters of school policy. The educator cannot afford to neglect these opportunities. The types of publications offer the student body opportunity for expression. There should be a guiding force to develop constructive criticism and creative attitudes.

*Wholesome Material.* Most students are consumers of publicity. This gives leadership a challenge to provide proper material for consumption. Here are opportunities to present authentic news to school,

parents, and community. If the school accomplishes the worthwhile and has something valuable to tell it should be published. It is in no sense of boasting that the good is advertised. In fact, the school should be held responsible to spread constructive publicity. It is true that as we understand school situations we find the least trouble. A school giving its constituency wholesome publicity makes educational progress easier and reduces problems to a minimum.

*Intelligent Reading.* There is an opportunity to teach intelligent reading of papers and magazines. The success of the publication will depend, in a large measure, upon its ability to catch and hold the interest of the reader. In all phases of publicity effort should be made to strive for truthfulness, clearness and conciseness. At the same time, interest of expression is important. Too often communities are aroused into bitterness and misunderstanding through a misinterpretation or misleading force in journalism. There should always be the desire for truth in the situation. To know what to say and then express it clearly and concisely is a quality worth achieving. Leaders cannot be too eager in stressing these points, and a reading public should demand them.

*Opportunity for Activity.* There are always pupils who find interest in this type of activity. There are abundant opportunities for self-expression and creative work. In the pursuit of these activities one may develop such personal qualities as tolerance, initiative, co-operation, and leadership. Experience seems to tell that there is a problem caused by the pupils giving too much time and attention to these activities. Leadership can solve this effectively.

*Worthwhile Events Advertised.* Through these mediums worthwhile events find expression. Outstanding school enterprises are advertised. Concrete student opinions are created and presented. Athletic events, club activities, social functions, school growth, literary contributions, current topics, classroom procedures, and many other forms of school life find avenues of expression.

*Vocational Values.* Often classes in journalism find concrete methods of procedure. Some schools have printing plants and do their own work. In matters of advertising, circulation, forms, materials, photography, reporting, and the like, opportunities are abundant.

*Other Values.* There are other values which may be enumerated, such as records of the history of the school, as an integrating factor for the pupils, it fosters cordial relations with neighboring schools, and others. None of the values discussed or mentioned are of equal value. Situations and conditions alter values and it is left to leadership to ascertain the needs and proportions.

## TYPES

Four types of High School publications are presented:

1. The Newspaper—School News.
2. The Handbook—School Information.
3. The Annual—School History.
4. The Magazine—School Literature.

There are few high schools that can afford to have all types. The high school in the small community may perhaps be able to support effectively one or two publications. It is suggested not to place emphasis on elaborate schemes but insist on simple and dignified forms of expression. If there is sufficient desire and interest, then ways will be found. If the student body numbered but fifty these publications may find activity. The newspaper may be but a typewritten page. The magazine just a story or two. Make it a good page or a good story. The opportunities for constructive character building are unlimited.

## BIBLIOGRAPHY

PENNY and GOTAWEILER, "Bibliography on High School Newspapers." Bureau of Publications, Teachers College. 1925.

Perhaps the most comprehensive bibliography on high school publications in print. FRETWELL, E. K., "School Publications." "Report of the Survey of the Public Schools of Philadelphia." Vol. IV., pp. 141-144, 158-160. 1922.

A presentation of the theory of publications, an evaluation of what had been done, and recommendations for future policies.

MILLER and CHARLES, "Publicity and the Public Schools." Houghton Mifflin, 1924.

Chapter VII is devoted to school publications. There are also other chapters of worth for the leader of publications.

FRETWELL and O'NEIL, "School Publications." *Teachers College Record*. Vol. 26, pp. 59-65. September, 1924.

A general discussion of the whole field of publications—newspaper, magazines, handbooks and annuals. There is a selected bibliography.

NIXON, O. F., "Student Publications in High Schools." *The American School Board Journal*. Vol. 67, pp. 47-127. December, 1923.

The general purposes, nature, types, supervision, cost of financing of high school publications in the schools accredited by the North Central Association.

NIXON, O. F., "The Cost of Financing of Student Publications." *School Review*. Vol. 31, pp. 204-212. March, 1923.

Two hundred or more high schools of the North Central Association were studied relative to the topic. The article brings the findings of this study.

SHERWOOD, N. H., "The Value of High School Publications." *Educational Review*. Vol. 67, pp. 20-21. January, 1924.

A splendid article on the values. Good for publicity material.

LANCE, JACK, "High School Journalism." *High School Quarterly*. Vol. 8, pp. 82-85. October, 1919.

An outline of journalistic work in the Greensboro High School. Many helpful suggestions for the small high school.

*The Scholastic Editor*, 109 South Hall, Madison, Wis.

A national journal devoted to the interests and problems of school publications.

A most valuable and practical source. Two dollars and fifty cents a year. Club rates also.

Addresses of publishers listed on page 397.



## TOPIC 17

### THE NEWSPAPER—SCHOOL NEWS

The Staff, Members, Term of Office  
Times Published, Size, Extra-Issues  
Name, Appearance, Responsibility  
Financing, Business Methods, Circulation  
Policy, Student Criticism, Censorship  
General Hints  
Bibliography



## TOPIC 17

### THE NEWSPAPER—SCHOOL NEWS

There is no high school too small to undertake the publication of a school newspaper. The values to the individual pupil, teacher, school, and community, far outweigh any obstacles. It is not necessary to have a paper equal to the best in size, editions, advertisers, and the like. The idea is to start something, see that it is good, and if it meets the demands of interesting news consumers, it will be a success. Obtaining this will no doubt lead on to larger fields of activity and expression.

#### EDITING THE NEWSPAPER

*The Staff.* The choice of an editorial staff is important. Its personnel should command the respect of the school. Merit should be the controlling factor in choice, not popularity. There are various methods for obtaining a staff. Conditions often determine this. A few ways are presented:

1. The faculty adviser should have a guiding, not dominating hand in the choice.
2. Have certain requirements for nominations to office, as, good pupil in English, possessing school loyalty, responsible, passing grades, and so on.
3. Have the method of choice or election as democratic as possible.
4. Fix Suggestion 2 so that upper classmen will be selected to places of leadership with representative reporters from lower classes.
5. A special class in English or Journalism may edit the paper.
6. Have an abundance of reporters so as to insure varied interests and full group representation.
7. Do not allow the staff to be a political machine in any way.
8. Have some method of recalling ineffective workers.

*Size of Staff and Editorial Responsibility.* The size of the student body will largely determine staff size. The larger the number interested in this type of activity the better its chances for success. Of course, leadership, censorship, and guidance should be stressed.

Some fifty or more outstanding high school papers have been reviewed. A composite list of the general editorial staff is presented. Most of the papers divide the staff into two sections—an Editorial staff and a Business staff.

1. Under the Editorial staff the following list is given:

Managing Editor or Editor-in-Chief.	Current News editors.
Associate Editors—in number from two to six.	Staff Photographers.
Departmental editors.	Personal editors.
Organization editors.	Humor and Joke editors.
Alumni editors.	Town News editors.
Exchange editors.	Literary editors.
Feature editors.	Art editors.
Sport editors.	Class editors.
	Club editors.

2. The list for the Business staff may include:

Business manager.	Sales managers.
Advertising manager.	Publicity agent.
Assistant managers.	Auditors.
Circulation managers.	General assistants.
Mailing managers.	

These lists form a composite group from all the papers. It is not necessary to have a board that includes all. The lists are for selective purposes. Add to the general staff one or more reporters from each home room, class, organization, or activity, according to staff division. Have them as representative reporters on the editorial board. It is invariably true that pupils expect the editors elected to do it all and know it all. This cub reporting plan is essential to an effective news organization.

Faculty advisers are always found on the board of editors. It is best to have an adviser for each branch of staff activity—an editorial adviser and a business adviser. These advisers should hold to their title and not edit the paper nor dictate its policies. Leadership will make policy and guide editing.

*Term of Office.* The length of time to hold staff office will vary according to school terms. While change is effective in most activities it is perhaps best to have a staff for the full year and part of it carried over into the next year by methods of election. This insures a certain amount of familiarity with essential procedures.

*Number of Times Published and Size.* A census of more than fifty representative high school papers indicates a tendency toward a weekly newspaper. Some have semi-weekly editions. Where possible try to have a weekly paper even if it is smaller in size.

The general size in number of pages is four. The page size varies from magazine size, like the *Literary Digest*, to regular newspaper forms. Some are larger than the daily newspaper sheet. Financial



conditions will enter here and many times determine the number of issues and size.

*Extra Issues.* From time to time it will be found of value to have an extra edition. Some extra event, athletic victory, commencement time, community festivity, special school events, and so on, form material. Put the edition out as a surprise. Have it printed on colored paper—pink, blue, yellow, or any color. Think up unique ways of circulation. The issue will more than pay for itself.

*Name.* There are differences of opinion about naming the paper. It is safe to say that the sensible prevails in making selection. Dignity, clearness and brevity should be sought. Some may base the choice on a catchy name. A few names are given to show the general trend of some of the best types:

*Pasadena Chronicle, High Life, The Maroon and White, Central Luminary, Polaris Weekly, The Polygon, School Topics, Manual Arts Weekly, The Junior Life, The Rail Splitter, The Scout, The Russ, West High Weekly, The Travalon, The Newtonite, and The Quill.*

To create interest in a name have a contest of some kind. Offer a prize of a year's subscription, or a gift, to the pupil submitting the best name. Have the board select a faculty committee with student representatives to choose the name.

*Appearance of Paper.* The typographical appearance is important. Seek the advice of an expert. Obtain exchanges from other schools and study their plans. Try to trend toward the *plain* in type and *simplicity* in headlines. The larger the size of the page the more effective is the opportunity for make-up. The type used is general eight-point type. The bold face type is undesirable. Study the arrangement carefully and try to produce harmony in content. Do not make the paper too large in size. Carefully work on presentation types. Taboo glaring and sensational headlines and materials. Oppose rank irony and sarcasm. Check too much advertising and study placement of advertising. Try to cultivate a school *tone* in presentation and publication.

*Financing.* The success of the paper comes largely through methods of financing. The problem is generally a local one and local conditions solve it. A number of plans are presented:

1. Where the school recognizes the activity as a part of its administrative functioning, the Board authorizes expenditure of funds. In this case there would be no need for advertisers.

2. Joint school support and advertisers. The school board gives a certain amount, and the rest is obtained through advertising.

3. School donation from board or individuals, advertisers, and a small subscription fee.

4. In 1 and 2 there are no subscription fees and the paper should be sent free to pupils. There is a tendency to have a small pupil subscription fee. Where the student pays for it, there is likely to be a greater interest in its functioning.

5. Some town club, civic organization, or institution, may sponsor the paper.

6. Some individual may finance the undertaking.

7. Combination of some of these ways may be effective for certain situations in certain conditions.

It is necessary that the subscription price be as low as possible. This will tend to have the largest number of students subscribers. Stress this.

The financial workings of the paper should be in student control, with faculty supervision after a thorough plan of organization is worked out. There are many lessons in the elements of economics and business procedures to be taught and learned through this activity.

*Advertisements and Advertisers.* Give special attention to advertisements and advertisers. This is generally the chief medium of support. Make every effort to trend away from the prevailing idea that the advertiser is only a gift giver. Have the advertisers feel and know that they are getting value for value. Note the following:

1. Go after advertisements in a business way, not as a cause of charity. Let that be the last recourse in your salesmanship, if used at all.

2. Study the student body and note the things it is especially interested in. Find these things in the stores of the community.

3. Then approach the merchant who sells these articles. Endeavor to show him the need for advertising. Guarantee him assistance and make good the promise.

4. Help him construct his advertisement so as to catch the student eye. If necessary offer to write it for him.

5. Stress seasonal material. If the football season is on use it in advertising. If it is commencement time stress the articles for use then.

6. Call the student body together and tell them about the advertisers. Ask them wherever possible to support the advertisers. Put it up to the student body in the spirit of business and loyalty.

7. From time to time check up with the business firm and see if the advertising helped in any way. Also insist that the goods come up to advertisements.

When these thoughts are studied and used there will be a different approach and appeal. The business forces of the community will admire the procedure and many added contacts will have been made.

There should be a striving for satisfied customers in both situations—as advertiser and as consumer.

*Business Methods.* Carry on the business side of the paper strictly in business ways. There is nothing more satisfying than this. Expect business relations in return. Stress the plan of checks, audits and balances. Keep perfect books. Be ready at all times to present a statement of financial conditions and business procedures. Some of the finest lessons of school life are taught here.

*Policy.* Have a definite editorial policy. Plan some of the essential characteristics that mold student life and always use materials to further these aims. Suppose the school needs better school unity, or more attention to study, or less disorder, or greater interest in current events, and so on, a paper with a definite expression of policy regarding these conditions or procedures can greatly aid in their solution. Keep this in mind throughout the year and test power of the paper to mold student opinion and direct student action.

*Student Criticism, Responsibility, and Censorship.* It is always for the best interest of character building to allow full student criticism. Have some avenue for freedom of thought. Only insist that it be constructive criticism. In fact demand this. It will always produce healthy conditions.

Place as much responsibility as possible on pupil editorship. In the last analysis the principal is held responsible for what is published. There must be censorship and it should be very tactfully worked out. Censorship is essential. There is no checking of initiative if it is wisely handled. There is no use to make controversy on poor editor leadership. A close association is healthy to the situation.

*Circulation.* The plan of circulation should be worked out with local conditions well understood. The plan should insure prompt and complete circulation where possible. Do not depend on haphazard methods. Try to encourage responsibility in action. See that the pledges of policy are kept. If the paper is a weekly and is to come from press on Friday see to it that Friday does not mean Monday. There are many opportunities for good lessons in this field.

#### GENERAL HINTS

1. Cultivate news gathering. Have the students constantly writing paragraphs in description, narration, and the like, dealing with current school happenings. Print the best of these. In this way editorial material shows up.

2. Cultivate a keen sense for an appreciation of wholesome humor. Discourage the raw and common forms of expression. Stress the best of humor and try to develop it—it is needed.

3. Let the group idea prevail in the articles. Do not overdo the personal. It is worth far more to the school and to individual interests to stress "we" and "our" and "they" in articles rather than the "I," "he," and "she." If a member of the team runs for seventy-five yards for a touchdown it should not be forgotten that interference made it possible and the "they" had something very definite to do with the running. If a debater wins a decision it is for the affirmative or negative side representing our school and not a decision for the individual debater.

4. Check sarcastic references to opponents, whether in inter or intrarelations, for this is bad tone. Some competitive expression is wholesome, but do not forget that what is written is written.

5. Stress diction, sentence structure, paragraphing, forms of narration and description. Some of the finest practical examples of language work are offered here.

## BIBLIOGRAPHY

HUFF, BESSIE, "How to Publish a School Paper." Mentzner, Bush. 1924.

This is a laboratory manual for journalism. It was worked out from the practices of one school. It is of real value for leaders.

FLINT, L. N., "Newspaper Writing in High Schools." Department of Journalism Press. University of Kansas, Lawrence, Kansas. 1917.

Information about courses of newspaper writing in the high school. List of books for reading and an outline for a course.

HARRINGTON, H. F., "Writing for Print." Heath. 1922.

A volume full of good information. Deals with writing of news, features and editorials. Many exercises are included. Making a paper and matters of copy reading, headline writing, and general make-up are presented. A regular dictionary for newspaper terms is given.

HYDE, G. M., "A Course in Journalistic Writing for High Schools." Appleton. 1922.

The "why" of newspaper work is clearly given. The objectives of journalistic work are presented. There is analysis of types of newspaper stories, suggestive exercises, and problems. There are chapters devoted to editorials, publicity articles, musical, literary, and dramatic criticisms.

BORAH, L. A., "News Writing." Allyn & Bacon. 1925.

The work is divided into two parts—the News Story and the High School Paper. Numerous exercises. Plea for proper usages.

DILLON, CHARLES, "Journalism for the High Schools." Lloyd, Adams, Noble. 1918.

A guide-book for students conducting the school paper. Newspaper work as a profession is considered.

SPENCER, M. L., "News Writing." Heath. 1917.

The gathering, handling, and writing of news stories is told. Business organization for the paper is stressed. Special attention is given to sentence structure, headline writing, and organizing the story.

There is also an unlimited number of good sources for information in article types. The bibliography prepared by Penney & Gotweiler will show the variety of expression. A few other sources are given without comment:

ATWOOD, M. V., "The Country Newspaper." McClure. 1923.  
BOSTIAN, GEO., "Editing the Day's News." Macmillan. 1923.  
BING, P. C., "The County Weekly." Appleton. 1920.  
BLEYER, W. G., "Newspaper Writing and Editing." Houghton Mifflin. 1913  
ROSS, C. G., "The Writing of News." Holt. 1911.  
SHUMAN, E. L., "Practical Journalism." Appleton. 1903.  
SMITH, A. M., "Proofreading and Punctuation." Einston.

Any of these books are valuable in the library for use in editorial work.

Addresses of publishers listed on page 397.

## TOPIC 18

### THE HANDBOOK—SCHOOL INFORMATION

- Outstanding Values
- Contents of a Handbook
- Size, Name, and Color
- Financing
- Editorial Staff
- Hints for the Handbook
- Some Representative Handbooks
- Bibliography



## TOPIC 18

### THE HANDBOOK—SCHOOL INFORMATION

The handbook offers one of the finest opportunities for real educational progress in project form. The making of a handbook cannot be overestimated in its value to student growth.

The handbook idea is not an entirely new one. In all fields of organization the handbook is the medium of information. Colleges have had them for a long time. The question may be asked, "Why the Handbook?" There are a number of important reasons:

1. The most important function is the ability it has for orienting the new student to his new environment. It gives him the proper information needed to start right.
2. A way to present in codified form "all the approved standardized practices of good school citizenship."
3. One of the best ways to express and create school spirit by presenting proper methods of conduct, sportsmanship, songs, yells, and so on.
4. To acquaint parents with school activities, rules, regulations, and conditions.
5. A way to have students develop self-reliance in adaptation.
6. Everything in the handbook should be correct. It should therefore strive for accuracy.
7. It aids large groups to become individually acquainted with school conditions.
8. It hastens the assimilation of students into an effective school organization.

The question would be asked, "Is it possible for the small high school to have a handbook?" No matter how small the school there may be a handbook. If it is only one page, and that written in pencil and put at the disposal of the small number of students, it will serve the purpose. If it is a page full of desired information it has a place.

*Contents.* What shall the handbook contain? How must it differ from the school catalogue? After a survey of a large number of handbooks William L. Kershaw and Clarence H. Carback have organized a very comprehensive list of content materials. This list is given from their article on "The High-School Student Handbook.\* It is presented as suggestive material which may be applied to local needs.

\* From Kershaw-Carback, "The High School Student Handbook," *School Review*, Vol. 32, pp. 587-597, October, 1924.

**1. Items of Inspirational Value Promoting School Spirit**

Aims of secondary education.  
Aims and spirit of the particular school.  
School motto; school creed; school seal; school colors.  
School songs and yells; patriotic songs.  
History of the school.  
Notable achievements of the school, students, athletes, and alumni.  
War memorials.  
Principal's foreword.  
Student president's foreword.

**2. Legal Control and Standard Practices of Administration**

Laws: compulsory attendance; non-resident; secret societies.  
Rules: admission to high school; promotion; withdrawal.  
System of marks; reports; pupils' and parents' procedure.  
Tardiness, absence, and early dismissal procedure.  
Principal's interviews and office hours.  
Home-room plan.  
Loan of textbooks; lockers; wardrobes; pupils' responsibility.  
Bulletins and bulletin boards.  
Fire drills; lost and found department.  
Use of entrances and exits, elevators, and telephones.  
Bell schedules.  
Uniform paper arrangement and standards of English.  
Summer school opportunities; evening school opportunities.

**3. Curriculum Guidance**

Details of courses of study according to points of graduation.  
Required subjects and elective subjects.  
Suggested courses of study for different aims.  
Special and individual adjustments of courses.  
Explanation of high school credits and points.  
Direction of procedure of program making.  
Requirements concerning failure in subjects of study.  
Summary of subject contents; minimum essentials; textbooks used.

**4. Guidance for Education Beyond the High School**

Unit requirements for admission to college.  
Colleges accepting certification and colleges requiring examinations.  
Educational guidance director.  
Grades of scholarship required for certification.  
Details of examinations held by regents, state boards, and the College Entrance Examination Board.  
How to make application for certification.  
Explanation of college unit system.  
Scholarships in college and other higher institutions.

**5. Vocational Guidance**

Placement bureau for work after leaving school and for part-time work.  
Regulations concerning the issuing of working papers.  
Vocational counselor.  
Books in library on vocations and choosing a vocation.

## 6. Personal Guidance

- How to study, lesson preparation.
- Suggested good reading.
- Advice on selecting lunch.
- Advice on student conduct.
- Advice on personal appearance; use of good English.
- Dean of girls, dean of boys.
- Health inspection and health advice.
- Thrift and the school bank.
- Places of interest in the city which all pupils should know.
- Art objects in school or local museum.
- Proper way to use and treat books.
- Marking personal property for identification.
- Suggestions to poor spellers.
- Dress.

## 7. Guidance in Opportunities and Practices of Good School Citizenship

- Opportunities—Various clubs; athletic teams and contests; school publications; annual shows; Boy Scouts, Girl Scouts.
- Practices—Student government; constitution and by-laws of student government organizations.
- Regulations for eligibility to athletic and other activities.
- Citizenship credit plan.
- Service squads; traffic; messenger; poster, etc.
- Care of school property; punctuality; corridor deportment.
- Lunchroom courtesy and practices.
- Classroom courtesy; study period practices.
- Library usages and practices.
- Discipline committees.
- Assemblies conducted by students; honor society, honor awards and prizes.
- Honor roll for scholarship and for service.
- Rules governing granting of athletic awards.
- Afternoon help classes conducted by students.
- Student organization store.
- Student financial aid.
- Good housekeeping practices; clean desks, floors, etc.
- Alumni association; parent-teacher association.

## 8. Miscellaneous Aids

- Floor plots; traffic diagrams; directory of building.
- Faculty directory; seating plans for assembly hall and study hall; library plan.
- Roster cards; program cards; blank forms for insertion of athletic contests and scores; location of school athletic field and plan of field and clubhouse; location of other athletic fields and other high schools; car routes to reach other fields and schools.
- Calendar; holidays, school events. Symbols used in paper marking. Key to roster, courses, and program symbols. Index to handbook.

## OTHER CONSIDERATIONS

*Size.* Keeping in mind the utility of the book the size should be convenient for carrying. Most handbooks are pocket size. The size varies from 3x4½ to 6x9. It is rare to find one larger.

*Name.* The handbook generally bears the name of the school. At times the name is expressed by the colors of the school as the "White and Gold." The initial is often used as "The A" or "The T."

*Color.* It is suggested to avoid bright or flashy colors. The book has constant use and a subdued and dignified color will add to the general tone of its make-up.

*Financing.* This is generally thought to be an obstacle by many but the financing can be done. Note the following methods:

1. The School Board finances the handbook. It is hoped that this idea will become a standard practice. The book is a valuable asset to the school in its administration and the conduct of its affairs, and the board will find it a most profitable investment.

2. Have it printed and sell to students. This method and the one just given are the prevailing methods at present. Prices range from five to twenty-five cents. Every effort should be made to put it out for as reasonable price as possible.

3. Some club may sponsor the plan and sell the books to the student body and obtain advertisements. The Hi-Y club and Girl Scouts have tried this with success in two cases.

4. Sometimes an organization will sponsor the financing as: the Alumni Association or the Parent-Teacher Association.

5. As a last source have a benefit, a motion picture, festival, play, or the like. The plan should be used only when all the others have been tried and failed.

6. A combination of any of these.

*Editorial Staff.* Since the editing of a handbook offers such a splendid project it is important that students be allowed the fullest opportunity to edit it. There should be wise faculty supervision. The plan, often used, of complete faculty editing should be discouraged. Let the handbook be a full expression of student thought along these lines. The editorial staff will depend upon the organization of content. After content is determined the group of editors may be assigned duties. They are generally assigned in departmental ways. Experiences show that a very definite and efficient group will produce the best results. It is not necessary to have a large staff.

## HINTS FOR THE HANDBOOK

1. Have a definite policy for the handbook. Information. Guidance.
2. Keep the main purposes of the handbook constantly before the editorial staff.
3. Stress arrangement. This is important so as to allow the new student to readily grasp the ideas presented.
4. Be sure that material is accurate. Check and recheck every statement.
5. Study classification and see that these satisfy school conditions.
6. Try to make it possible for every new student to obtain a handbook. Make it free to them.
7. Arrange plans to have the book come from the press and distributed before the opening of school.
8. Have one sent to every prospective student.
9. Do not moralize too much. Keep to the purpose and remember that brevity offers the most effective way in directing.
10. Do not plead for the student to be a joiner. Rather urge him to be a wise chooser. Stress the idea that he engage in the things that interest him most.
11. Let the criterion of the book be Information. Think this through thoroughly—Is the handbook informative and adapted to our school conditions and needs?
12. Keep this thought in mind—Were I entering the school what should I need to know for proper adaptation?
13. Obtain other handbooks. Study the plan, content, arrangement and methods.
14. Let the handbook stress the ideals and objectives of the high school.
15. Do not give up at seeing failure to finance it. Study this out carefully and have a financial policy before the work is started. If this cannot be done then resort to publicity methods in presenting handbook information.
16. Do not use too fine print. The book will serve best where the print is easily readable.
17. Be *concise* and *accurate*—these two ideas cannot be over-emphasized.
18. Try to publish without advertisements, where possible.
19. Have some blank pages for owners' notes and also identification page.

20. Throughout the book scatter some good quotations. They may find ready soil and be productive of good student life.

#### LIST OF SOME REPRESENTATIVE HANDBOOKS

The list is printed for the leader to obtain ideas of what others are doing. These institutions will no doubt be willing to aid others in promoting the handbook idea.

- “The Green Book,” Senn High School, 5900 Glenwood Ave., Chicago, Ill.
- “The Handbook,” William H. Seward High School, Hester and Essex Sts., New York City.
- “The Wadleigh Handbook,” Wadleigh High School, 114-115 Sts., 7th and 8th Aves., New York City.
- “Student’s Handbook,” Theodore Roosevelt High School, Alton, Ill.
- “Washington Irving High School,” 40 Irving Place, New York City.
- “The Green and White,” Central High School, Muskogee, Okla.
- “Student’s Manual,” Decatur High School, Decatur, Ill.
- “The Red and Black,” Lincoln High School, Lincoln, Neb.
- “West Technical High School,” Cleveland, Ohio.
- “Adelphi Academy Handbook,” Adelphi Academy, Lafayette Ave., Brooklyn, New York.
- “The Blue Book,” West Philadelphia High School for Girls, Philadelphia, Pa.
- “Washington High School,” Milwaukee, Wis.
- “Northeast High School,” Kansas City, Mo.
- “Student’s Handbook,” East Tech. High, Cleveland, Ohio.
- “The Adamite,” John Adams High School, Cleveland, Ohio.
- “The C.,” Central High School, St. Joseph, Mo.
- “Blue and Gold Book,” Morgan Park High School, Duluth, Minn.
- “Hand Book,” Pine Bluff High School, Pine Bluff, Ark.
- “The Key,” Bridgeport High School, Bridgeport, Conn.

#### BIBLIOGRAPHY

KERSHAW and CARBACK, “The High School Student Handbook,” *The School Review*, Vol. 32, pp. 587-597, October, 1924.

A discussion of adjusting the new student to his new environment.

McKOWN, H. C., “The High School Handbook.” *The School Review*, Vol. 32, pp. 667-681.

An analysis of the whole plan as found from a survey of a hundred or more high schools with handbooks.

ANDERSON, W. N., “A Manual for School Officers.” Century. 1925.

A brief presentation of the handbook plan and its values.

KINGLAND, G. S., “Extra-Curricular Activities—What ones do you consider of sufficient importance to justify their existence and how may we keep them in a subordinate position?” *National Education Association Proceedings*, pp. 778-783, 1922.

Neighboring colleges may render service to the High School. They have been having handbooks for a number of years.

Use other schools which have had handbook experience.

Addresses of publishers listed on page 397.

TOPIC 19  
THE ANNUAL—SCHOOL HISTORY

General Presentation  
Outlines in Editing the Annual  
Hints for the Annual  
Bibliography



## TOPIC 19

### THE ANNUAL—SCHOOL HISTORY

The Annual forms the historical expression for student life. As far as student interest is concerned it is perhaps the most important form of publication. This is a natural development derived from a study of adolescence. The fact is the annual is of far greater value ten or twenty years from now than at the present time. As an historical record of the events of school life it has many values. There are also many worthwhile pursuits found in editing.

#### MAKING AN ANNUAL

Let us trace the steps from the start and in this way try to bring out most of the points involved.

*Interest.* There is a call from the student body expressing interest in an annual. Usually they need very little incentive to start the idea but a great deal of very wise and efficient leadership is needed to make the annual a reality.

*History.* First should be emphasized the plan to insure its being a history of the life of the whole school for the year and not merely a senior class affair. Every class should have representation and opportunity for expression. However, special attention and privileges may be granted the senior class in this matter. Where leadership and experiences have been wisely emphasized the opportunity for senior leadership will naturally exist.

*Editorial Board.* Some form of an editorial board would be the first step. It is not necessary to assign definite duties nor make any divisions of the board. First elect representatives from all classes. Choose those who are interested and capable in this field of work. It would not be amiss to have each class send its representative with some ideas as to content.

*Past Experiences.* The board of editors then begin their work. If the school has had an annual, past experiences will aid in facilitating the work of the new board. It is necessary that minute records of events, procedures, problems, methods, addresses, finances, printing, contracts, and the like, be kept for future uses. Have the present board elect a secretary and have him keep full minutes of all activities.

Also have each editor make a report of his efforts to be compiled for future uses. This material should be school property and turned over to each succeeding staff. In this way the problems of the past should aid progress in the future.

*Advice from Other Sources.* Should the board be about its first attempt it is important to have the experiences of others who have enjoyed active service in this activity. The faculty adviser, some one from a neighboring school who has had experience, articles in magazines telling about the annual, printers, engravers, and so on, all have messages which may be beneficial. The tendency of allowing some professional agency to take over the whole editing should be discouraged. It is true that there are establishments anxious to plan, submit drawings, design the cover, and give all directions as to editing. This may relieve someone of responsibility but it is not a constructive school undertaking when so done. See to it that everything is original and comes from the life of the school. The idea is not to have a master book but a student book.

*Finances.* The next thought should be of finances. What is the annual going to cost? What will be the total publication cost and cost for individual copy? Many annuals have come forth beautiful in cover and content but a miserable failure to meet bills. The most successful annual is one made by student life and with all bills marked "paid." This is a difficult task and calls for real effort. The staff must plan a budget or in some way prepare its finances. It should know the sources of income from advertisers, subscriptions, gifts, appropriations, and so on. At least it should have a good estimate of these. It is not sound business to ask the subscriber to pay for something and have no idea of its cost. Some estimate price may be obtained. From this estimate subscriptions may be taken.

#### PLANNING A BUDGET

How may a budget be worked out? What are the elements involved?

*Content.* An editorial policy is essential. The staff should determine as nearly as possible the content. As the annual is an historical publication it should give recognition to all the activities of the school. Some of the content needed might consist of:

Scenes of the school, faculty pictures, class pictures, organizations of all kinds, athletics, class papers, and dramatics. These are the major divisions. Interest may be added by including cartoons, humor, caricatures, snapshots, calendar of events, and feature activities of the year.

There is always a desire to make "our annual" the "best ever." The success of accomplishing this depends, almost entirely, on the financial situation and condition. A thorough study of the community's financial condition should be made. The desire to overdo is dangerous unless the conditions warrant the effort.

Study some previously published annual. Note its contents. Check over what is worthwhile reproducing and eliminate all that appears unnecessary. Try to add new features for all forms of the book—especially in make-up arrangement, coloring, pictures, and so on.

*Dividing Labor and Responsibility.* After knowing what is wanted in content, the next step is the division of labor and responsibility. Each editor then studies his section and offers an estimate, as definite as possible, of the number of pages needed. When the editors have thus reported the board possesses a dummy copy of the annual.

*Engraving.* Engraving is the next step to consider. It is necessary to know as accurately as possible the number and size of the various plates to be used for individual pictures, group pictures, cartoons and scenes. There are representatives from firms editing annuals who will aid the board in this work. This aid is valuable in making estimates for production costs. Where the representative is not available it will be advisable to interview or write an engraver. Give him the entire Plan. He can then give fairly accurate estimates. Add to these estimates ten to fifteen per cent, for it is generally the case that the final cost will always exceed the estimated cost.

*The Printer.* After these details the board will be ready to see the printer. This will be the most difficult part of adjustment. Some thoughts are listed here that should prove of interest. The printer would be interested in the following information:

1. The number of pages of printing matter.
2. The number of advertisements and pages needed for them.
3. Number of pages where plates will be used.
4. Size and faces of type to be used.
5. Trim size and type size of page.
6. The grade of paper to be used.
7. Material for the cover and colors involved.
8. The type of binding.
9. The amount of color work.
10. Number of copies to be published.
11. Date of delivery.
12. Date for handing in last copy material.
13. Feature sections demanding special treatment in make-up.

*Making an Estimate.* From this information a very close estimate may be obtained. Add to this the cost for engraving and other expenses that you know about, such as travel, writing, postage, stationery,

circulation and the like. This will give a very definite estimate of the cost for the whole production.

*Business Staff.* Then should follow a conference with the business staff. What are the estimated revenues? It is always best to under estimate and allow a safe margin. What can be expected from advertisers, subscriptions, donations and appropriations.

*Balance.* If the estimated cost and revenues come near a balance, then it is safe to go forward according to the budget. Should the revenue not meet the cost then the board must begin to prune expenses. Material may be cut out, or often it can be condensed. Color work can be dispensed with. A reduction may be made in the size of plates. Some of the features may be eliminated. Balance the material in the various sections. Something may be discarded in each. There may be saving on cover material and design. Keep in mind the main idea of the annual—an historical production. Try not to impair this.

#### HINTS FOR THE ANNUAL

1. Most annuals are standard in size. Seven and three-fourth inches by ten and a half inches, making the type page about five by eight inches. To have any larger size would add to the expense.

2. There are generally three types of cover material used—leather compositions, cloth, and paper. Paper is cheapest, cloth next, and all leather compositions highest. Any form of leather composition is more expensive but lends to better adaptation in beauty of design. It is also more substantial and enduring. There is a combination of leather and paper which is very effective. It possesses strength, has the appearance of leather, and is effective for designing.

3. Study carefully the question of binding. The idea is to have endurance. Good binding is essential, and the board should not lessen expense here.

4. Color always adds to attractiveness. It is costly, but where possible try to use it. Have as much of it as your budget will allow.

5. Choose well the quality of the paper used. Poor paper will not produce the half-tones properly. It is wasteful to spend on engravings unless you know they are going to produce well.

6. Let the printer know the problems you are having. He should be a valuable aid to the entire staff.

7. Start your subscription drive as soon as you have an estimate on cost. Push this drive with enthusiasm. Remember the subscription area is limited. Outside sales are few. The school market is set by the student body.

8. Order only the needed number. Many annual staffs have failed because in the end they have a large number of left over copies. This is financially ruinous.

9. Be sure that the name of the book, name of the school, city and state, senior class year, and other introductory material is found at the front of the book.

10. Try to see that the advertisers are satisfied and protected.

11. Keep a close association between money spenders—editorial board and money raisers—business staff. Make this a feature in procedure.

12. Where possible use group pictures.

13. Stress arrangement and organization of materials. Presentation is valuable to good success.

14. Stress attractiveness and effective coloring.

15. Be careful of time limits. Look ahead and direct the working of the staff to time organization.

16. Keep accurate records of important procedures for future school use. This is important for other boards.

17. Be businesslike in all dealings. Sign contracts. Study them carefully. Expect business procedure in all matters of business.

18. Stress the idea that the annual is not a book of nonsense. Good humor and jokes are all right but this is a secondary matter.

19. If conditions warrant it, elect your staff members in the spring. That is, have them at work a year ahead of annual production.

20. Do not forget the opportunities for educational advancement. Keep the purpose of the annual constantly before the staff and the school.

## BIBLIOGRAPHY

ANDERSON, A. HELEN, "Breaking the Year Book Commandments." *The Scholastic Editor*, Vol. 4, pp. 7, 21, April, 1925.

A story from the editor of the prize annual at the C. I. P. A. convention. The staff had a unique plan of procedure.

BABCOCK, ISABELLE, "Unique Annual Campaign." *The Scholastic Editor*, Vol. 4, pp. 11, 24, February, 1925.

An explanation of publicity methods.

BRATTON, E. C., "A Unique Problem." *Elementary School Journal*, Vol. 23, pp. 303-306, December, 1922.

A story of how pupils in one school edited a successful annual.

BROCKHAUSEN, H. H., "How to Make a Yearbook Dummy." *The Scholastic Editor*, Vol. 4, p. 45, May, 1925.

A helpful article for this practical and necessary procedure.

BUSH, C. R., "Distinctive Division Pages Aid Annual." *The Scholastic Editor*, Vol. 4, p. 5, February, 1925.

Attractive features in coloring are suggested and division types are helpfully made.

BUSH, C. R., "What I Found in the Annual." *The Scholastic Editor*, Vol. 4, p. 8, January, 1925.

A discussion of the good and bad points of annual procedures.  
DREWRY, J. E., "High School Annuals." *High School Quarterly*, Vol. 13, p. 95, January, 1925.

A criticism and appreciation of the high school annual.  
FREDELL, F. D., "How to Build an Annual." *The Scholastic Editor*, Vol. 4, p. 8, April, 1925.

It follows the title in very interesting ways.  
FULTON, E. G., "Building Better School Annuals." *The Scholastic Editor*, Vol. 3, pp. 9-10, October, 1923. Vol. 3, pp. 16-17, November, 1923. Vol. 3, pp. 13-14, December, 1923. Vol. 3, pp. 11-12, January, 1924. Vol. 4, p. 8, September, 1924. Vol. 4, p. 15, November, 1924.

A series of articles interesting to staff leaders.  
NASON, R. H., "Building a Distinctive Year Book." *The Scholastic Editor*, Vol. 4, p. 10, October, 1924.

A page by page analysis of the annual.  
NASON, R. H., "Features that should be in every Annual." *The Scholastic Editor*, Vol. 4, pp. 12, 26, April, 1925.

*The Scholastic Editor* should be a part of every leader's equipment.

Addresses of publishers listed on page 397.

## TOPIC 20

### THE MAGAZINE—SCHOOL LITERATURE

The Trend

Making the Magazine Effective

Some Representative Magazines

Editors

Bibliography

The Scholastic Editor

The County or Local Paper



## TOPIC 20

### THE MAGAZINE—SCHOOL LITERATURE

The high school magazine is perhaps the oldest form of publication used by the high schools. It was a direct outgrowth of English composition work. It developed as a medium for literary expression. The changing times have had a drastic effect upon the school magazine. All indications are that as the newspaper and handbook grow in favor the magazine loses its force. It is not necessary to discuss this situation here. The topic would rather deal with methods for making the magazine more effective in use and stimulating it to success wherever it is used. The author would call for a revival of literary expression upon the finest and highest types of procedure. The evil in the old way was the neglect to note that high school pupils are immature and yet expect magazines with unusual literary value.

Its greatest appeal today is generally answered by the other activities in the field of publication. There is an artistic opportunity and a field for very effective effort along this line.

What are some of the things to be done to make the magazine effective?

1. The magazine lacks timeliness and this causes a lack of interest. To make the material timely would add to the general interest.
2. Publish articles arresting attention and attractive in appearance.
3. Stress creative work from topics and materials about us. Personal sketches, creative plays, folk-ways, community standards, local equipments, school activities and the like.
4. Let the magazine be a record of school life colorfully portrayed. Give attention to detail and interpretations.
5. Make a division of material along this line—fifty per cent fiction and fifty per cent features. Study this carefully.
6. Remember that students have not lived long enough to write good fiction. The stress should be given to human interest material.
7. Interviews, personality sketches, information articles, historical narratives and descriptions, sport events, editorials, inspirational essays, timely events in detail, seasonal stories, how to do things, and many other divisions of thought material may be suggested.
8. Make a special effort to produce creative work. Original stories, plays, poems, pageants, essays, and all forms of literary expression. The real value of the magazine may develop in this way.
9. Do not depend entirely on volunteer contributions. Have an editorial staff.
10. Have a close form of correlation here with English work done in the classes. Special recognition may be given exceptional work in this way.

11. Stress art work, designing, and photography as features of the magazine.
12. Avoid set departments in magazine make-up. Rather try to obtain attractiveness and an artistic expression in presentation.
13. Study arrangement with special emphasis on winning the interest of the reader.
14. Do not expect too finished forms of literary expression. Let the work abound in spontaneity of expression.
15. Study all the suggestions given under the other publication heads for helpful suggestions for the magazine.
16. The editorial board is composed of divisions about the same as for the newspaper. Local conditions will determine the board.

#### LIST OF SOME REPRESENTATIVE MAGAZINES

*The Red and White*, Lake View High School, Chicago, Ill.  
*Spice*, Norristown High School, Norristown, Pa.  
*Pathfinder*, Washington Junior High School, Rochester, N. Y.  
*The Nautilus*, Oliver Wendell Holmes Junior High School, Philadelphia, Pa.  
*The Inwinner*, Inwin Avenue Junior High School, Pittsburgh, Pa.  
*Latimer Life*, Latimer Junior High School, Pittsburgh, Pa.  
*Pulse*, Washington High School, Cedar Rapids, Iowa.  
*Junior Trumpeter*, Junior High School No. 1, Trenton, N. J.  
*The Eavesdropper*, Junior High School, Ithaca, N. Y.  
*The Messenger*, Wichita High School, Wichita, Kan.  
*The Abhis*, Abington High School, Abington, Mass.  
*The Echo*, Hazelton High School, Hazelton, Pa.  
*The Tildenite*, William T. Tilden Junior High School, Philadelphia, Pa.  
*The Quarterly*, Stamford High School, Stamford, Conn.  
*The Arc Light*, Academy of Richmond County, Augusta, Ga.  
*The Spectator*, Boys' High School, Paterson, N. J.

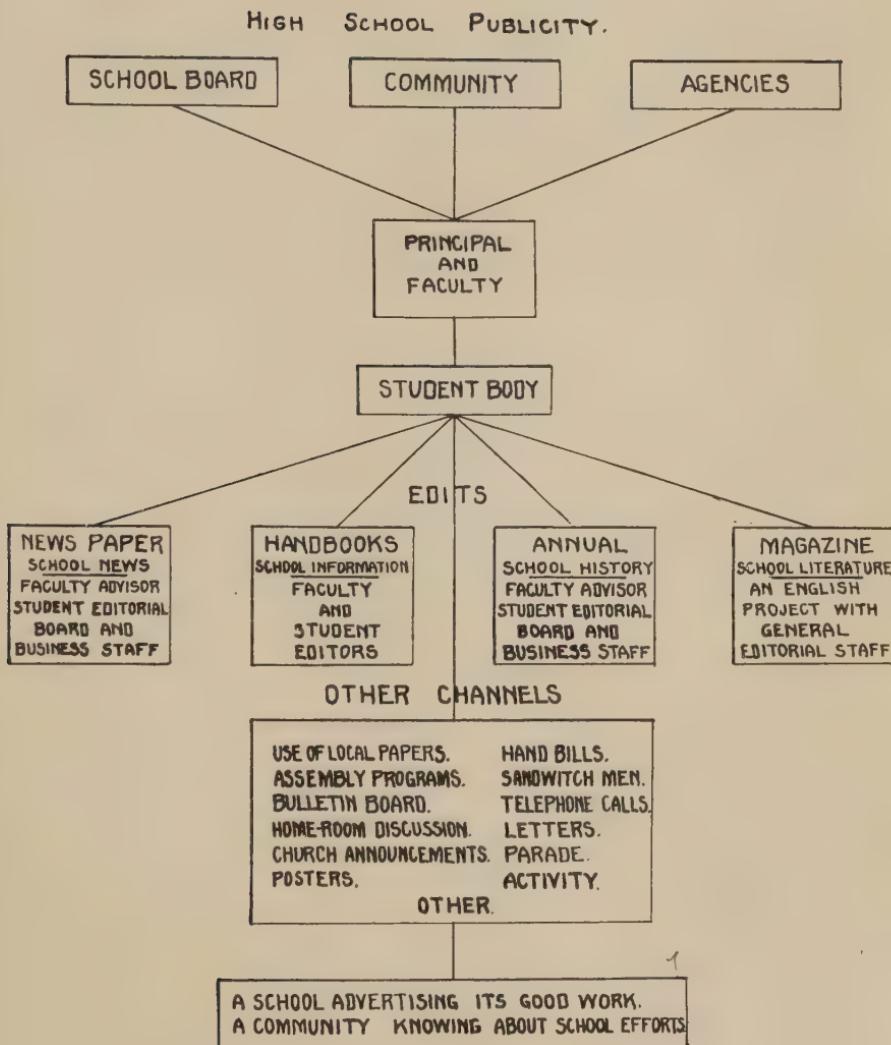
#### "THE SCHOLASTIC EDITOR"

As a medium to obtain suggestions and aids in high school publication activities the *Scholastic Editor* ranks at the top. The *Scholastic Editor* is a magazine published monthly, except in June, July, and August by the Scholastic Publishing Company. It is devoted entirely to the field of publications. It contains articles and materials of the best type. It sponsors enthusiastic contests in the various phases of publication work. The slogan of the *Scholastic Editor* is "A service magazine for school publications."

Special articles, illustrations, diagrams, and departments are used to aid in solving the problems in publication work. News about activities and conventions of press associations is presented. What others are doing in a successful way is specialized.

Single subscriptions are one dollar and a half a year. In clubs of four or more the rate is one dollar a subscription.

Address: *The Scholastic Editor*, Madison, Wis.



## THE LOCAL OR COUNTY NEWSPAPER

Where it is found impossible to edit a newspaper or handbook try to co-operate with the local or county newspaper in publication work. Form an editorial board, the same as for a school newspaper, and have them edit material for the local or county paper. These papers will co-operate and give liberal space where the material is interesting and edited by the school students. If there is a local daily the general plan is to have a column or more twice a week. Some schools utilize a full page in the Sunday edition. If the paper is county-wide then have some space in every week's edition. Have definite responsibility placed and sponsored as an activity.

It is worthwhile to have this expression in the local or county news even though the school has its own medium of publicity.

## BIBLIOGRAPHY

ADAMS, JOHN, "A Doubtful Ally." *English Journal*, Vol. 14, pp. 115-120, February, 1925.  
A defense of the high school magazine. A discussion of why the newspaper is a doubtful ally.

HAYES, HARRIET, "The Problem of the High School Magazine." *University High School Journal*, Vol. 2, pp. 151-163, July, 1922.  
An analysis of one hundred questionnaires regarding the magazine. A very helpful article.

JONES, ROBERT W., "Better Magazine Makeup." *The Scholastic Editor*, Vol. 4, pp. 13, 24, October, 1924.  
The facts and ideas given in this article are applicable to high school magazine writers.

KELLY, ROBERT W., "This Magazine Gives Real Ad. Service." *The Scholastic Editor*, Vol. 4, p. 6, September, 1924.  
A full explanation of unique methods of attracting advertisers and making the ads. valuable.

Again mention is given to the *Scholastic Editor* for up-to-date material and trends in the high school magazine field.

Addresses of publishers listed on page 397.

## PART VI

### COMMENCEMENT

- TOPIC 21: Organizing for Commencement
- TOPIC 22: Suggestions for the Program
- TOPIC 23: The County Commencement
- TOPIC 24: Materials and Bibliography

TOPIC 21  
ORGANIZING FOR COMMENCEMENT

General Plan  
Committees  
Hints and Helps

## TOPIC 21

### ORGANIZING FOR COMMENCEMENT \*

The success or failure of the commencement program will depend largely upon the organization of the forces directing it. We have often seen difficulties resulting from lack of organization. Everybody's responsibility is no one's. To illustrate: Who is to decorate the auditorium? Who is to be on hand before the program begins to see that the lights are all burning? Who shall put the water pitcher and glass on the speaker's table? Who shall tell Mary or John when to appear on the stage? We could go on and on enumerating numbers of things that need a touch of organization to make the commencement program a smoothly working affair. All those mentioned are small matters, but they are necessary for the success of any occasion.

A little thought and planning on the part of those leading will mean added attractiveness to commencement programs. Not only that, but it will be the best way to distribute responsibility equally. As many people as possible should be engaged and interested in the entire program. In this way it becomes more of a community affair, as the community not only forms the audience but helps in directing the program. The tasks should of course be distributed according to the talent available.

#### GENERAL PLAN

In almost every instance the superintendent or principal of a school is executive head of the commencement organization. Therefore, as chief executive, the community looks to him for initiative in organizing and directing the commencement season.

Frequently the superintendent or principal delegates the full authority for the commencement programs and affairs to some of the teachers. In any case there should be one person at the head clothed with authority to organize, plan, and direct the whole affair.

As the commencement season is directly made for student life, it should be given ample representation in the plan of organization.

\* Vol. II, No. 10, February, 1923, University of North Carolina Extension Bulletin, "The Commencement Program," by Harold D. Meyer. Revised and Rearranged.

While it is best to have teachers or parents as heads of committees, it is advisable to have some pupils on every committee. In this way they obtain direct representation in making and carrying out the program, and they also express the student sentiment regarding many things that come up.

After the executive head, the next thing is to appoint the committees. Each committee should have a chairman and from three to five members. The executive head functions through the various chairmen and they in turn communicate the plans to their committees. The committees, using their own initiative, perfect the plans. The following committees are suggested as being sufficient to carry out the program in every way.

### COMMITTEES

*Program Committee.* This is one of the most important of the committees. Its duty is to arrange the general program. After the general plan is adopted it assigns the different parts of the program to other committees. It is suggested that the personnel be made up of the chairmen of the various committees.

This committee should meet a month or more before the closing of school and perfect plans as rapidly as possible. It is not wise to try to have a commencement program hastily planned and executed.

*Decoration Committee.* At this time of the year the building or room should be decorated for every occasion. The work of this committee is important, as the general responsive feeling on the part of the audience may be molded by the method of decoration.

Try to make the decorating an inexpensive thing. Utilize material in the community that is in taste and pleasing.

Plan the type of decoration to be used.]

*Music Committee.* Have the program full of music. Music will add more to it than any one thing.

Choose this committee from those interested and gifted along this line. Insist that they put in the program the very best type of music available. Stop at nothing short of the best.

*Reception and Ushers Committee.* While it is best to have a teacher in charge of this committee, the committee itself may be composed of members of the incoming senior class. Let them choose a leader as head usher. It is his duty to be everywhere to see if assistance can be rendered in any way. There should be enough ushers to place at the entrance and to assist in seating the people. They also handle the flowers and gifts for the pupils. Insist that they be on time—at least half an hour before the program begins. Let them wear their class colors.

Before the day of the program some one should drill the ushers in courteous ways of ushering. This will mean a great deal to the audience.

*Publicity Committee.* There will need to be some advertising for the programs and the commencement affairs. It is not to be assumed that every one in the community knows what is going on as to place, time, and occasion. Give full publicity to these particulars.

Form this committee from such people and pupils as have shown aptitude for publicity work.

*Refreshments Committee.* Sometimes there is a reception or a picnic with dinner on the grounds. If this is incorporated in the general plan of commencement, a committee should be formed to carry it out. An entertainment of this type calls for efficient organization.

## SOME GENERAL HINTS AND HELPS

1. One of the first things to decide upon is the number of days needed to cover the program. A long-drawn-out commencement program consisting of a week of celebrating is unwise. It is suggested that three days be set as the maximum limit for festivities. In many instances one night is sufficient. Determine this before other plans are made.

2. A few essential things are here noted. It is always good to have a Sunday service dedicated to the school and held in the school building. Invite one of the local ministers or, if finances permit, some out-of-town minister to talk. Use the rotation system in doing this so that no denomination will be slighted. Start, say, with the largest denomination in numbers and then each year change from one to the other until all denominations in the community have had representation.

3. Many schools have some kind of festival program in the way of a play, a program of music and recitation, a field day, a picnic with dinner on the grounds, a pageant, or class-day exercises. Do not have all of these things. Choose one or two. Do not have more than two. It is probably best to allow the graduating class to make its own selection along this line.

4. Then there are the graduating exercises. These should be made the climax of the day. It is the most important event in the lives of the pupils up to that time, and should have a great stimulating effect upon those coming on and also upon community development.

5. Another big factor to consider for all programs is the *time* element. By all means limit the time for every program. Try to keep within an hour and never allow it to last more than two hours. Study it and limit each number. This is *very* important.

6. At each event give the graduating class a conspicuous place. In this way it will form an incentive to those coming on. It will also be pleasing to the parents and friends of the members of the class. At the Sunday exercises and on graduation day the class should march to the stage or to reserved seats.

7. There is always a certain amount of expense attached to the general commencement program. How to meet this is sometimes a problem. A few ways are here suggested. The best plan is to have an appropriation made from the school fund by the school board. This amount should be limited. Another way is by private contributions—making a canvass of the citizens interested in the school and obtaining a contribution from them. Try to ascertain what it will cost and then

distribute the amount among the members of the community. Some classes start a class fund for this purpose. They make assessments or give entertainments during the year and charge a certain admission price. However, it hardly seems fair that they should have to pay for their own commencement. Another way is to charge an admission fee for the special program, the play, the festival, the pageant, or the like.

8. Where possible, try to avoid charging the community for any occasion at this time. Do your best to make everything free. This will tend to make the season one of common interest to the community.

9. Attend to printing the program well ahead of time. So often this is left to the last minute. Try to perfect the program as soon as possible and then make few changes. Be careful to have all those taking part mentioned on the program. Watch closely the spelling of names and see that none are omitted. People are very sensitive about this and the utmost care and attention are needed. If possible, put the names of teachers, school officials, and board members on the graduating program.

10. Give a general and thorough cleaning-up to all school rooms and grounds. Nothing counts for more than having the grounds and building in fine shape. Organize for keeping the place clean during the celebrations. Make the school building the cleanest place in town.

11. If there are exhibits in the building it will be well to have some one in charge of each room when people are there. Place some responsible person in general charge of the building with police authority. One never knows what may happen.

12. It would be a good idea to have all the ushers dress as nearly alike as possible. Things of this kind add to the general atmosphere of the occasion.

13. Be sure to mark clearly, by means of signs or lights, the entrances and exits of the building. Should occasion arise for the hurried exit of the entire audience these places should be conspicuous. Often disaster has come to a community through neglect of this point.

14. Try to think of every detail. Make folks feel at home. Praise the children. Boost the community. Thank those who have helped. Keep a list of things that you wish to do and try to avoid leaving out any.

15. Be sure to have drinking water supplied in the building. Also have a pitcher on the table in the auditorium. Speakers often desire to drink some water before, during, or after the address.

16. See that the piano and other needed materials are on hand. There have been times when the piano was lifted to the stage ten

minutes after the program should have started. Have some one responsible for these things.

17. Have the toilets cleaned, put in order, and open to the public during programs. It will be well to have some one in charge here.

18. This point should be stressed. Do not discuss the progress of the school or school affairs and problems at the graduating exercises. It is true that the community is assembled together, but that is no reason for marring the pleasure of the graduates and the occasion in order to hold a school board meeting. Leave that for some other time and place. It may be said that it is impossible to gather the community together again in this way. This may be true. But those who are interested in the vital welfare of the school will come to a meeting for the purpose of discussing school problems. Those who do not are better left alone. Too often commencement programs have been ruined by the airing of little, petty, disagreeable school affairs at graduating exercises. It is not fair to the student, who at this time has reached a height that is worth while.

19. It is suggested that the examination period of the school be concluded before beginning the commencement festivities. If school commencements begin while the children are in the midst of examinations it is distracting and perhaps harmful to the general scholastic standing.

20. START ON TIME. If nothing else goes right in the whole program, have this part perfect. When the program is scheduled to begin at eight it certainly does not mean eight-thirty or nine o'clock. If your community is not trained to be on time, this is a good opportunity to start. It may be a little noisy and inconvenient for awhile but once they know things are to start on time they will be on time. Make this a habit. It is one of the best trainers for children as well as adults.

21. Let the programs grow out of the daily work of the class room. Instead of the old-time recitation with "the baby being snatched from the railroad track just as the train passed by," assign some favorite poem or selection from the reader the child has been studying or a paper describing some industry in the community. Or perhaps there is some community folk tale that is interesting. In this way utilize the things the pupil has learned; put his education into practice; make it useful.

22. When the members of the graduating class are to read papers, encourage their writing them themselves in their own way. Most of the papers are written by teachers or some one else and the pupil merely mimics along. The papers should be in simple language and

form suited to the pupil. Choose topics that are interesting to the community and pertaining to it.

23. In every audience there is the crying baby. This is a problem for each event. The parent cannot come unless the child comes. The parents should be encouraged to attend and, if possible, provision should be made for the little ones. One of the teachers may volunteer to keep all the small children in one of the rooms and have a play session or allow them to sleep. When the crying begins an usher should suggest in a courteous way that the parent take the child into some other room until the crying ceases. Noise is disturbing to the program and it is best to have things as quiet as possible.

24. There is always the problem of training the children for the program containing recitations, songs, games, dances and the like. It is not fair to put all this responsibility upon one or two teachers. Try to distribute this burden. Of course, if there are music and expression teachers in the faculty, most of the training will be left to them. Each teacher should assume some responsibility of this kind, however, and often there are talented people in the community who are eager to help.

25. Prizes for scholarship and record progress are always offered. The fewer the prizes given the better. Report cards with gold stars are preferable to cash or material prizes. One wins a prize and many lose. Too often those who lose feel that they should have won. This causes trouble. It is better to give other incentives to work and develop. If prizes are given, always praise those who did not win as much as those who did. The prize itself praises the winner.

26. Encourage the graduates to continue their education. Where possible, build up scholarships to worthy students. All during the year stress the continuing process and its value.

27. Perhaps the most important factor to consider from the standpoint of comfort to the audience is the matter of proper ventilation. This is frequently neglected entirely. Give the matter careful attention and see that instructions regarding it are carried out. With from one to five hundred people in one room it is easy to see the importance of adequate ventilation.

28. When there is an out-of-town speaker, do not place him at the end of the program. Remember that it costs something to get him there and he does not like to speak after every one is tired. Where there is a speaker it is best not to have too much added to the rest of the program.

29. Plan ahead of time for the class invitations. Try to give this work to some home printery or one nearby. Beware of the man who

comes early in the year and attempts to secure a big order with big promises. Find out what you are getting and arrange to have the invitations on hand at least a month before commencement. Often invitations come only a week ahead of time and it is then too late to make any change in case they are unsatisfactory.

30. It would be a good plan to have reserved seats for relatives of graduates. If not, the best seats are often taken by people not directly interested in the members of the class.

31. It is suggested that no flowers be delivered to those on the stage. It is all right to have the members of the class carry flowers but the wholesale giving of them is embarrassing, as some pupils receive many more than others do.

32. It is advisable also to make some regulation regarding clothes. Do not allow the graduates to spend large sums for commencement dresses and suits. Suggest a simple style and inexpensive material, such as organdies or voiles. Stress the wearing of white. The boys should wear dark suits and their shirts and ties should be of the same color. This will give unity of appearance.

33. While the program is going on do not allow people to come and go. As soon as a number starts the ushers should close the doors. After it is over those who have come during that time should be seated and any one may leave. This will mean much to a smoothly running and enjoyable program.



## TOPIC 22

### SUGGESTIONS FOR THE PROGRAM

- Publicity
- Music
- Decoration
- Plays
- Speeches, Orations, and Essays
- Pageants, Games, and Folk Dances
- Field Day Events
- Exhibits



## TOPIC 22

### SUGGESTIONS FOR THE PROGRAM

#### PUBLICITY

An important factor to be considered in connection with a commencement program is the kind and amount of publicity to be given to it. As a rule, most parents know that a program is to be given by the school. But it must be remembered that there are a number of other people in the community who are interested in the school and would like to attend one or more of the programs. Publicity becomes a means of informing the public as to the work that the school accomplished during the year, and the features of commencement week. The following suggestions may be of use in advertising the features for commencement:

1. It would be a good plan to have a series of news articles in the local paper beginning at least two weeks before the first event. State clearly the general plan for commencement and outline the type of program or programs to be given. This first announcement should be followed by an editorial in which some of the most outstanding features of the year's work are reviewed, the idea being to stress the fact that the commencement program is to be an opportunity for the public to see some of the results of the work.
2. During commencement week use should be made of the news column of the local paper to announce the program, the time, and other items of importance.
3. Attractive posters may be worked out by the pupils and used in conspicuous places in the community.
4. If funds are available, handbills may be distributed. Be sure that the date of each program is on the different forms used.
5. Other means that have been found effective include: bulletin boards, paid advertisements in newspapers, pennants, placards for display on automobiles, tags, slides in picture shows, pulpit notices, and display of special exhibits.

#### MUSIC

Music in the daily life of the public school is comparatively new and its importance not yet fully realized. But what would a commencement

NOTE.—Materials and bibliographies for each of these topics are found in Topic 24.

ment program be without it? It not only has a very good and definite effect on a group of people but it is one thing in which all may take part.

There are many different types of music to be used in commencement programs. Patriotic or familiar songs may be used, as all the people may take part in singing these. The march for the students who take part in the exercises may be played by the school orchestra, if there is one. Then interspersed through the program are the choruses, quartets, solos, and instrumental selections. The respective talents of all the students should be closely inspected and each one should be in some number on the program if possible.

Too ambitious a musical program should not be undertaken. Better a simple song well done than an elaborate one poorly done.

If the commencement plans include a baccalaureate sermon, special music should be arranged by the church choir as its contribution to the graduating class. The choruses for the choir may be obtained from any music publishers, a large list of whom is given in Part V of this bulletin. Silver, Burdett and Company, and Wm. A. Pond and Company, carry very popular church music.

#### DECORATION

One of the most necessary points to be considered in planning the commencement program is the question of decoration. In the southern States this is particularly easy. At all times of the year something green is available. In the spring, which is the season in which most commencement programs are held, a great many flowers and shrubs are to be found.

Pines and evergreens may be used as the foundation for the decoration. The platform may be banked with them and the green relieved by bouquets of daisies, rambler roses, or any other flower abundant at the time. These flowers may be put in jugs, pails, or buckets, the bases of which may be covered with greens. A large bunch of flowers at each end of the platform is very pretty and effective. Another way, and one that is rather uncommon, is to cut the word "Welcome" or the class numerals out of cardboard, cover with flowers, and suspend over the platform.

Flags may be used to advantage and form both a pretty and simple method. Crape paper is very effective but if used in large quantities is rather expensive. In decorating booths for exhibits crape paper is almost necessary. The Dennison Company of New York City will send, for a nominal sum, an illustrated booklet showing booths, charts for

pageants, tables, etc., decorated for all occasions. If told what idea is to be carried out, they will send the necessary paper and suggestions for decorations. B. Shackman, also of New York City, is another decorating firm. Such magazines as *The Ladies' Home Journal*, *The Woman's Home Companion*, *Pictorial Review*, and a number of others have departments devoted to ideas for parties, festivals, and affairs which make use of novel decorations, and many good suggestions may be obtained from them.

If the classrooms are to contain class exhibits, the same decorations may be used as in the assembly hall. Pine and evergreens and the plants which belong in the classroom may be utilized. The blackboards should be either spotlessly clean or decorated by the class artists.

During the commencement period, whether of one day or several days, monitors should be appointed to see that the grounds and rooms are kept clean and free from all papers and trash. Nothing will so detract from a prettily decorated school house as untidy grounds and rooms.

When the program for the graduating class includes a baccalaureate sermon and it is to be held in church, the church should have special decorations. An abundance of greens and fresh flowers should be used to bank the front of the church and altar or platform, as the case may be. A portion of the front of the church should be reserved for the class and an effective way of doing this is to rope off the reserved section by means of daisy chains. The graduating class should form in line outside and enter in a formal way.

### PLAYS

An enjoyable feature of the average high school commencement is the annual play. It should be among the first of the commencement features so that other activities may not interfere with the last few rehearsals. The school play is an effective means of arousing the interest of the community. Local talent is always a drawing card. Only school children should take part in the play.

The following are a few suggestions that will help produce a play that will be a credit to the school and will also be instrumental in bringing the school and community closer together.

First of all there should be some one who can direct and coach the play. The director should see to the organization of the various com-

NOTE.—A number of these suggestions and bibliography are taken from "Play Productions for Amateurs," by F. H. Koch, University Extension Division Bulletin, University of North Carolina, Chapel Hill, N. C.

mittees. On him falls also the duty of selecting the cast. This should not be done in a haphazard way but only after a careful study of the play and a series of try-outs in which a number are allowed to read the parts. The ones best suited for the parts should be selected regardless of popularity in other phases of school life. The director should attend all rehearsals with a prompter as an assistant. It is not wise to have more than one director, for there is nothing so disconcerting to the actors as having stage business constantly changed. The director must have a picture of the play as a finished product and strive to make each character a real, live, natural person.

Besides the director there must be a group of helpers to put across the play successfully. The director of stagecraft should see to the designing of scenery and working out of stage effects. It is also his duty to change the scenery between acts.

The director of lighting is responsible for all lighting effects, constructing such fixtures as are necessary to produce lighting, fires, etc. It is important to have a good electrician for this position, as the desired atmosphere or tone of the play often depends upon the lighting.

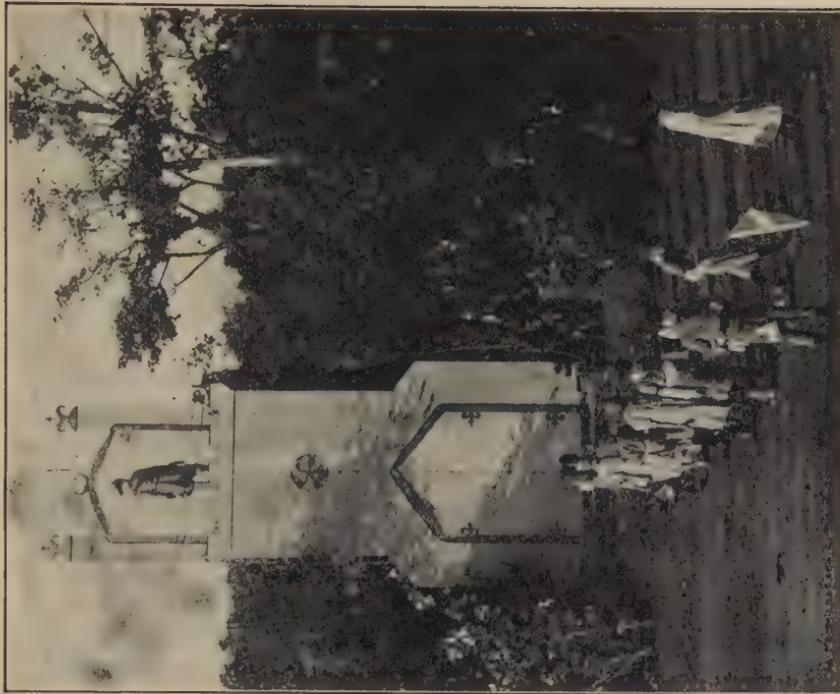
Another essential officer is the director of properties. He is responsible for collecting and arranging the stage properties. The properties should be used in several rehearsals so that the actors may become accustomed to them.

The director of make-up and costumes must have some knowledge of the use of grease paint for character make-up. The make-up should be tried for several nights with the costumes and proper lighting so that the best results may be obtained. The costumes should be designed with the idea of harmony of colors in mind. For this reason it is best to have one person plan the costumes.

Music before the play and during intermissions will add much to the success of the performance.

It is necessary to select a capable business manager to look after the advertising, sale of tickets, rental of properties, and any other expenses connected with the production of the play.

The selection of the play also falls to the duty of the director. He should take care to select something simple enough to produce without expert training. Most high school pupils are not experienced enough to undertake a heavy production that requires very strong character work. Simple comedies always take better and are much easier to produce. If the expense of production is to be limited, consideration should be given to royalties, scenery and costumes. If the play is a long one, it should be full of spice and pep so as to hold the interest of the audience throughout. Several one-act plays are often better than



A pageant—"The Children of Old Carolina." The episode is titled—"Children of the Confederacy." These and many other pageants have been produced in North Carolina Communities under the direction of Miss Ethel T. Rockwell. Bureau of Community Drama, Extension Division, University of North Carolina.



Scene from Walker's "Sir David Wears a Crown" as produced by the high school students of High Point, N. C. These and many other pageants have been produced in North Carolina Communities under the direction of Miss Ethel T. Rockwell. Bureau of Community Drama, Extension Division, University of North Carolina.

the longer plays. They offer variety as well as opportunity for a larger number to take part.

#### SPEECHES, ORATIONS, AND ESSAYS

The speeches, orations and essays are usually the most uninteresting part of the program. This is because they are generally memorized selections which do not have any particular interest for the average audience. The "ready-made" commencement speeches are flowery and oratorical but lack the local touch that people enjoy. It is possible to eliminate this tiresome feature by having the speakers choose some subject of local or national interest. They have usually won their places on the program as an honor and thus the audience looks to them for something really worth while. It wants to see some original work, something to justify the place of honor. It is fitting, therefore, that the prospective commencement speaker select a subject in which his community is interested, or some problem in which it should be interested, and then write his own speech.

Some suggested subjects for these original papers and speeches are:

- The Founding and Growth of our Town.
- The Possibility of the Future Growth of our Town.
- The Country-Town Movement.
- Our City Government and how it may be Improved.
- "Lantern Bearers" from our School.
- The Type of Citizen our Town Produces.
- The Type of Citizen we wish to Become.

Topics for orations are:

- American Ideals.
- Knighthood of To-day.
- Service to my Country.
- Womanhood of To-day.
- World Peace.

In case prepared selections are preferred to the original speeches, a list of such will be found in the bibliography.

#### PAGEANTS

"Pageants are simple or elaborate presentations of historical, mythical, or allegorical subjects."

Pageants have a rightful place in school festivals since they are educational and a community can better express itself in this way. A school often prefers a pageant to any other form of theatricals, as it

usually portrays events or characters of general interest to the community.

Pageants may be given either indoor or outdoors, but the latter is preferable.

If possible, the setting should be laid in the state or community in which the pageant is given.

Do not buy expensive costumes. Utilize the materials already existing in the homes of the community. Many interesting costumes may be found in attics and old trunks. It is surprising to see what may be gathered together in this way. Whenever possible, the pupils should make their own costumes.

The materials which have been found most useful and least expensive are cheesecloth, silkoline, muslin, cambric, galatea, and sateen.

Crape and tissue-paper with wire and paste may be substituted for more expensive material. Crape and tissue-paper hats, dresses, flowers, and ribbons look more natural than if made of more permanent material. Crape paper used with tin is invaluable for making armored head and body gear. Wings for fairies, elves, butterflies, and the like, may also be made of this material. However, if these are to be used frequently wired crinoline or tarlatan will be found more durable.

Use cotton batting for fur. Sheet tin may be used for armor. Gold and silver tin foil are successfully employed in making jewelry.

When large quantities of cloth or other material are needed it is much cheaper to buy them wholesale.

Use as many bright colors as possible.

There should be committees appointed to take charge of certain parts of the pageant:

1. The first committee is that on scenarios. The pageant may be written by local talent.
2. The next committee should be on membership.
3. A third committee should look after the finances.
4. A committee on location should be selected. The director of the pageant should be chairman of this committee.
5. A committee on properties will have charge of the costumes, powders, paints, etc.
6. The last committee, that on music, may be used to good advantage. Plenty of good music adds delight to the performance.

The kindergarten can dramatize little scenes from the *Mother Goose* rimes. As a sequel to this, the primary and elementary grades may dramatize such fairy stories as *Cinderella*, *Sleeping Beauty*, *Alice in Wonderland*, and others. Often the high school has talent enough

to present scenes from various novels, such as *A Tale of Two Cities*, or scenes from plays of Shakespeare.

Pageants have grown to be one of the best ways to have the school, as a whole, take part in the commencement program.

### GAMES, DRILLS, AND FOLK DANCES

An innovation in the regular program is the playing of games, certain formal drills, or folk dances. It would not be amiss to include some of these events in any program. Scattering them here and there will add color to many situations. To put a simple play game, by the pupils of the primary grades, into the heart of the program will add interest. A drill, a folk dance or two will also help.

It is best, however, to have a single program, taking one afternoon or evening for games, drills, and folk dances. This event will be of community interest and will involve the participation of many pupils. This is one of its best features. Whenever it is possible to engage a large number of students in the events community interest is assured. An attractive program is possible with games, drills, and folk dances. Let each grade participate in some way. Specialize the primary grades in games, the elementary grades in folk dances, and the high school in formal drills and folk dances. The program should consist of two or three events from every class. Place the responsibility for the number of events on the grade teacher and insist that each be perfected as nearly as possible.

Suggest some form of costume for each number if only in dresses and suits of the same style and color. Do not allow the pupils to spend very much for costumes. Crape paper and old cloth can be easily made into costumes. Color will add to the event and will be pleasing from every standpoint.

If physical education is taught in the school that department should be responsible for things of this kind. Of course, the other members of the faculty should co-operate fully.

There are a number of good books, bulletins, and leaflets available as aids in preparing this type of program. They are listed in the bibliography. There are also many helps that may be obtained without charge.

### FIELD DAY EVENTS

It will be interesting to have an all-day picnic with dinner on the grounds and a regular field day of events as the main part of the program. The games, drills, and folk dances may constitute a part of this

program. The events may be contests between grades of the same school or a competitive contest between a number of schools. In any case the preliminaries should take place beforehand, leaving only the final contests for field day. If this is not done, the program will be too long and monotonous.

Start the field day plans at least two months ahead of time so that the contestants may have time for practice. Constant practice in perfecting the events is fundamental for the success of the program. It also tends to build up habits of physical development.

Make all plans for the day well in advance. Look after such things as judges, materials, place of contest, positions of different contests on the program, field marshals, timekeepers, starters, record keepers, trainers, contestants, and events. Stores and homes of the community will furnish small, inexpensive prizes for the events.

There are a number of materials that seem indispensable to a field day. Some of these are: Tape measure, cord, marker, stop watches, pistol and blank cartridges, balls, potatoes, sacks, jumping standard, pole vaulting standard, hurdles, line marker, and many other things. It will not be expensive to obtain all this equipment and it is suggested that it be taken care of for future use.

A list of some of the events will be given. Use originality in making out the program. It is not necessary for all the events listed to be incorporated into the program. Do not make the events too long.

*Races:* 100-yard dash; 50-yard dash; hurdle; relays.

*Jumping events:* Standing broad jumps; standing high jump; running broad jump; running high jump; hurdle jumping; pole vaulting.

*Novelty Events:* Potato race; sack race; egg race; three-legged race; backward-on-all-fours race; dressing race; clown stunts, etc.

*Relays:* General open relay form of teams; double relay; obstacle relay; post relay; over-and-under-with-ball relay; handkerchief relay; etc.

*Other events:* Chinning the pole; balancing; dodge ball; basketball; volley ball; hand ball; horseshoe throwing; bean bags; distance throwing; discus throwing; stunts; games; drills; and folk dances.

From this list one should be able to make up a very attractive program.

## EXHIBITS

In many schools an effort is made to have the work of the pupils on display during commencement week. This is a splendid idea and should be encouraged more and more by a larger number of our schools. Parents like to see the results that have been accomplished during the

year, and students are encouraged to do better work in order to make a good showing in competition with other pupils. The following suggestions may be of value in handling this part of the program.

1. If the exhibits are to take a prominent place on the commencement program it would be well to appoint, early in the year, a committee to have general oversight and control relative to the type and amount of materials to be exhibited.
2. Exhibits may be divided according to grade, class, or department.
3. All exhibits should be labeled with the name of pupil, grade, and date, in plain lettering.
4. For primary exhibits such material as hand work, sand tables, first written work, and pictures will be found useful.
5. For higher grades, manual training, domestic science, music, art, physical education, chart, scrap book, map, and civic project exhibits will be suitable.
6. Plan to show specimens of the work done at the beginning of the course as compared with that of the latter part.
7. See to it that all exhibits are guarded. If there are a large number of exhibits some person should be placed in charge. Put "Do not Handle" signs about.
8. Stress the importance of attractive methods of arranging all exhibits. Pay attention to light, color, size, grouping, and type of lettering used in labeling materials.
9. Use all available space in the room. If blackboards are of slate, cover them with burlap and place exhibits on them.
10. Grant children the privilege of possessing their contributions after the exhibit is over.

TOPIC 23  
THE COUNTY COMMENCEMENT  
Suggested Programs  
Events



## TOPIC 23

### THE COUNTY COMMENCEMENT

The county commencement plan has become one of the most distinctive features of county school work. Very often the smaller schools of a county find it difficult to have an elaborate program on account of the expense, which is usually heavy, but by combining efforts with other schools the expense is reduced and at the same time more worthwhile results are accomplished. Often the question of transportation is a big problem to consider when working out a program, and in counties where there are very few good roads this factor should receive due attention.

The county commencement is but one expression of the general movement now going on in our county schools toward making the county the real unit in educational effort and achievement. The plan is growing and promises to become of even greater significance in the promotion of school life.

The following is a general summary of the North Carolina plan for working out the program for the group center and the county commencement program. More information may be obtained from the State Department of Education, Raleigh, N. C.

1. The county superintendent, with the assistance of the county supervisor and principals, divides the schools of the county into a number of groups. One school in each group is designated as a group center.

2. At the beginning of school all teachers and principals in each group meet at the group center for general instructions as to the year's work and to discuss plans for the group center commencement which is to be given at the close of the school year. A committee is appointed to work out plans for the program. Since there are a number of requirements common to all schools of the county, the committee has to take these into consideration in its work.

3. Contests and examinations are held in each school a few days before the close of the year. The winners are designated to represent the school at the group center commencement which is held a few days later at the group center.

4. Winners from each school meet at the group center to compete

with winners from other schools of the group. This is an all-day program and should be carefully planned by the committee in charge.

5. Immediately after the group center commencement the names of the winners are sent to the chairman of the county commencement program. The county committee then makes out the final program for the county commencement.

6. The county committee is appointed early in the year and determines the general rules and regulations to be followed in the group center and the county commencement program.

7. The following is a sample of a group center program and a county commencement program submitted by Miss Ann Holdford, Rural School Supervisor in Wake County, North Carolina.

SUGGESTED PROGRAM  
for  
GROUP CENTER COMMENCEMENT  
At .....

10:00 A. M. Contest on Primary Subject-Matter.  
10:00 A. M. Contest on Grammar Grade Subject-Matter.  
11:00 A. M. (Public Meeting).  
Primary Story Telling Contest.  
Seventh Grade Recitation Contest.  
Seventh Grade Declamation Contest.  
Music Contest.  
Announcement of Winners.  
12:30 P. M. Picnic Dinner.  
1:30 P. M. Athletic Contests.  
Primary Grades.  
Running Broad Jump—Grammar Grade Boys.  
Running Broad Jump—Grammar Grade Girls.  
Running Broad Jump—High School Boys.  
Running Broad Jump—High School Girls.  
Running Broad Jump—Grammar Grade Boys.  
Running High Jump—High School Boys.  
Running High Jump—High School Girls.  
Pole Vaulting—High School Boys.  
Bar-chinning Contest—High School Boys.  
Bar-chinning Contest—High School Girls.  
Baseball Distance Throw—Grammar Grade Boys.  
Baseball Distance Throw—High School Girls.  
Ball-throwing Contest for Accuracy in Placing Ball—High School Boys.  
Shot Put—High School Boys.  
Basketball Distance Throw—Grammar Grade Girls.  
Tug-of-War—Grammar School Boys.  
Tug-of-War—High School Boys.  
Tug-of-War—High School Girls.

Potato Race—Grammar Grade Boys.  
 Potato Race—Grammar Grade Girls.  
 Potato Race—High School Girls.  
 100-yard Dash—Grammar Grade Boys.  
 100-yard Dash—High School Boys.  
 50-yard Dash—Grammar Grade Girls.  
 50-yard Dash—High School Girls.  
 220-yard Dash—High School Boys.  
 500-yard Relay Race—Grammar Grade Boys.  
 500-yard Relay Race—Grammar Grade Girls.  
 Flag Relay Race—High School Boys.  
 Flag Relay Race—High School Girls.  
 One-Mile Relay Race—High School Boys.

## PROGRAM

## WAKE COUNTY COMMENCEMENT

Raleigh, N. C.

## Primary Subject-Matter Contest

Sunday School Rooms, Basement, First Baptist Church

9:30 A. M. First Grade Phonics.  
 9:30 A. M. First Grade Reading.  
 9:30 A. M. Second Grade Reading.  
 9:30 A. M. Third Grade Language.

## Grammar Grade Subject-Matter Contests

Raleigh High School Building, Second Floor

9:30 A. M. Fourth Grade Arithmetic.  
 9:30 A. M. Fifth Grade Language.  
 9:30 A. M. Sixth Grade Letter Writing.  
 9:30 A. M. Spelling.

Visitors will not be admitted to the above contests.

The public is cordially invited to all the contests below.

11:00 A. M. Primary Story-Telling Contests, Sunday School Auditorium, First Baptist Church.  
 11:00 A. M. Seventh Grade Recitation Contest, Sunday School Auditorium, First Presbyterian Church.  
 11:00 A. M. Seventh Grade Declamation Contest, Christ Church Parish House (Edenton Street entrance).  
 11:00 A. M. Elementary and High School Music Contest, Meredith College Auditorium.  
 10:00 A. M.-4:00 P. M. School Exhibits, Auditorium Woman's Club, Hillsboro Street.  
 12:30 P. M. Picnic Dinner, Nash Square.  
 1:15 P. M. All pupils in primary games and athletic contests assemble their "Group Center" banners in Nash Square. Contestants will go in trucks or street cars to State College Athletic Field.  
 1:45 P. M. Riddick Athletic Field, State College.  
 Primary Games.  
 Athletic Contests for Grammar Grade and High School Boys and Girls.

Below is another type of a county commencement program used in Orange County, North Carolina.

10:00-11:00—Parade.

11:00-12:00—At Court House.

- (a) Song—Battle Hymn of the Republic.
- (b) Prayer.
- (c) Song—America.
- (d) Speaking.

12:00- 1:30—Dinner.

1:30- 3:00—Athletic Contests:

- (1) Boys under 12 years—60-yard relay.
- (2) Boys under 15 years—60-yard relay.
- (3) Boys over 15 years—100-yard relay.
- (4) Girls under 14 years—50-yard relay.
- (5) Girls over 14 years—80-yard relay.
- (6) Boys under 15 years—60-yard.
- (7) Boys over 15 years—100-yard dash.
- (8) Girls under 14 years—50-yard dash.
- (9) Girls over 14—80-yard dash.

All ages referred to above must be as of September 1, 1922.

All relay teams shall consist of four members coming from the same school.

Literary contests:

- (1) Spelling contests, Grades 4 and 5.
- (2) Spelling contests, Grades 6 and 7.
- (3) Spelling contests, Grades 8 to 11.
- (4) Story telling, Grades 1, 2, and 3.
- (5) Singing contest (including all schools having three teachers or less).
- (6) Singing contest (all schools having four or more teachers).
- (7) Declamation contest, Boys, grades 4-7.
- (8) Declamation contest, Boys, grades 8-11.
- (9) Recitation contest, Girls, grades 4-7.
- (10) Recitation contest, Girls, grades 8-11.

TOPIC 24  
MATERIALS AND BIBLIOGRAPHY

Music  
Pageants  
Plays Suitable for Commencement  
Games and Drills  
Folk Dances



## TOPIC 24

### MATERIALS AND BIBLIOGRAPHY

There are two books which should be in every school library, namely, *The Commencement Manual*, by Edith F. A. U. Painton (T. S. Denison and Co., Chicago, Ill.), and *Commencement Parts*, by Harry Cassell Devis (Hinds, Hayden and Eldridge, New York City).

*The Commencement Manual* gives both salutatories and valedictories in the conventional, novel, and parody forms. It has all possible ideas for commencement exercises: Class histories and prophecies, specialties in the class colors, flowers, yells, drills, wills, grumbler, songs, cartoons, poems, mottoes, and plays. There are not only suggestions for the baccalaureate sermon but whole sermons. It devotes several pages to an outline of novel programs for commencement and gives entire poems, songs, features, plays, and speeches. There is nothing for the overworked teacher to do but coach the class in whatever the program is to contain. This book is invaluable for the commencement exercises.

The other book, *Commencement Parts*, deals with the orator and the oration. It includes speeches of different lengths on many subjects, as, for instance, class-day speeches and exercises, compositions and essays, after-dinner speeches, speeches for national holidays, etc. There are examples of occasional addresses, such as chapel addresses, speeches before Y. M. C. A. groups, dedication speeches, and many other types. This book is not only of value to a graduating class but to teachers, principals, business men, and others who may be called upon to make speeches and addresses on short notice and many occasions.

### MUSIC

The Ditson Community Chorus Collection. Ditson.

Selected Choruses for School or Patriotic Use. Schirmer. Some songs under this list are:

No.	Title	Composer	Price
28	Commencement March	H. N. Bartlett	15 cents
70	Last Day of School	L. Bordese	09 "
432	Vale (Commencement Song)	Barnby-Brewer	25 "
1396	Ode for Commencement Day	H. W. Parker	25 "

Music and Supplementary Music. Silver, Burdett & Co. (For elementary and higher grades.)

## COMMENCEMENT

The Beacon Series of Vocal Selections for Schools, Classes and Choruses. Silver, Burdett & Co. Price from \$3.00-\$6.00 for 100 copies.  
 Part Songs for Mixed Voices. Ditson. New Series No. II. Price from 6-16 cents a copy.  
 Secular Part Songs (Mixed Voices). White & Smith. From 6-16 cents per copy.  
 Operas, Operettes, and Cantatas. Birchard.  
 Secular Quartets and Choruses (Mixed Voices). Fearis Co. From 6-16 cents a copy.

## LIST OF SOME MUSIC PUBLISHERS

C. C. Birchard & Co., Boston, Mass.  
 Oliver Ditson Co., Boston, Mass.  
 J. S. Fearis Co., Chicago, Ill.  
 Leo Feist, New York City.  
 Fillmore Music House, Cincinnati, Ohio.  
 Carl Fischer, New York City.  
 J. Fischer & Brother, New York City.  
 Gamble Hinged Music Co., Chicago, Ill.  
 H. W. Gray & Co., New York City.  
 Hinds, Hayden & Eldridge, New York City.  
 The Jennings Co., Cincinnati, Ohio.  
 McKinley Music Co., Chicago, Ill.  
 Novello, Ewer & Co., New York City.  
 J. A. Parks Co., York, Nebraska.  
 Wm. A. Pond & Co., New York City.  
 Theodore Presser Co., Philadelphia, Pa.  
 G. Schirmer, Inc., New York City.  
 Arthur P. Schmidt Co., Boston, Mass.  
 Silver, Burdett & Co., New York City.  
 Clayton F. Summy, Chicago, Ill.  
 White & Smith, New York City.  
 Willis Music Co., Cincinnati, Ohio.

## PAGEANTS

American Festivals for Elementary Schools. Barnum, M. D. French.  
 Technique of Pageantry. Taft, Linwood. Barnes.  
 Pageants and Pageantry. Bates, E. W. Ginn.  
 Community Drama and Pageantry. Beegle, M. P. Yale University Press.  
 Festivals and Plays in School and Elsewhere. Chubb, P. Harper.  
 The Folk Costume Book. Haire, F. Barnes.  
 How to Produce Children's Plays. MacKay, C. D. Holt.  
 A Memorial Day Pageant. MacKay, C. D. Harper.  
 Costumes and Scenery for Amateurs. MacKay, C. D. Holt.  
 Patriotic Plays and Pageants. MacKay, C. D. Holt.  
 Community Center Activities. Parry, C. Russell Sage Foundation.  
*Pageants with a Purpose Series.* Taft, Linwood, Editor. Barnes.

## PLAYS SUITABLE FOR COMMENCEMENT

(Selected from *Plays for Amateurs*, University of North Carolina Record, Extension Series No. 36.)

When Love Is Young—Marjorie Benton Cooke (in Dramatic Episodes). An artificial but very amusing comedy of two mothers who pretend to oppose their children's love affair in order to accomplish a happy ending. 1 m. 3 f. Setting: an interior. Dramatic Publishing Co., \$1.25.

Volume includes a Court Comedy, Manners and Modes, The Confessional, The Child in the House, The Lion and the Lady, Success, Lady Betty's Burglar, A Dinner—with Complications, and Reform.

**A Fan and Two Candlesticks**—Mary MacMillan (in Short plays). Charming and picturesque little poetic romance. Requires grace and simplicity in acting. 2 m. 1 f. Colonial costumes. Simple but artistic interior setting. Stewart. \$1.50

Volume includes The Shadowed Star, The Rose, The Ring, Luck? Entr' Acte, A Woman's a Woman for a' That, A Modern Masque, The Futurists, and The Gate of Wishes.

**The Clancy Kids**—Thacher H. Guild. A very funny easy play suited to school production. 2 acts. 18 f. Setting: an exterior setting, representing two adjacent backyards with a low fence between. Baker. 15c.

**The Land of Heart's Desire**—William Butler Yeats. A beautiful little fairy-lore play, Irish. Especially recommended to schools. 3 m. 3 f. Simple interior setting. Baker and French. 15c. Royalty to French.

**The "Little Women" Play**—Louise M. Alcott (adapted from the book by Elizabeth L. Gould). An excellent play for younger actors—the presentation of Miss Alcott's well-known characters. 2 acts. 2 m. 6 f. Costumes of the Civil War period. One simple interior setting. Little, Brown. 75c.

**The Arrow-Maker's Daughter**—Grace E. Smith and Gertrude Knevels (adapted from Longfellow's "Hiawatha"). A play for Campfire girls, not difficult. Effective with music and dancing. 2 acts, 13 parts to be taken by boys or girls, as many other Indians as desired. Indian costumes. Setting: best adapted to out-of-doors. French. 25c.

**The Comedy of Errors**—William Shakespeare (the Ben Greet edition with full and valuable stage directions). Especially recommended. 3 acts. 11 m. 5 f. attendants. Costumes of the time. One setting may be used throughout, a street scene. Double-day, Page. \$1.50.

Also published in 5 acts. Baker. 15c.

**Comus**—John Milton (arranged for school performance by Lucy Chater). A masque with music and dancing, giving an opportunity for an exceptionally beautiful entertainment. 3 scenes. 6 m. 3 f. attendants. Special costumes. 1 interior, 2 exterior settings which may be simplified. Adapted to out-of-doors. Baker. 25c.

**Cousin Kate**—Hubert Henry Davies. A lively comedy of English life, easy and popular. 3 acts. 3 m. 4 f. Settings: 2 easy interiors. Baker. 50c. Royalty \$50.00.

**The Arrival of Kitty**—Norman Lee Swartout. A very funny and easy comedy of no special literary value but popular and amusing. 3 acts. 5 m. 4 f. Baker. 50c. Royalty \$10.00.

**As You Like It**—William Shakespeare (the Ben Greet edition with full and valuable stage directions). Especially suited to out-of-door performance, highly recommended. 5 acts. 17 m. 4 f. attendants. Costumes of Shakespeare's time. Double-day, Page. \$1.50.

Also in William Warren acting edition. Baker. 25c.

**The Elopement of Ellen**—Marie J. Warren. An easy and very amusing comedy of modern American life. 3 acts. 4 m. 3 f. Settings: 1 interior, 1 exterior scene. Baker. 25c.

**Everyman**—(edited by Clarence G. Child). The famous old English morality play, not difficult to produce and very worth while. Especially recommended for schools. 3 m. 4 f. Costumes in character. No special scenery. Houghton Mifflin. (Riverside Edition.) 32c.

Volume also includes Abraham and Isaac, The Second Shepherd's Play, The Robin Hood Plays, and The Saint George Play—all early English plays.

**The Importance of Being Earnest**—Oscar Wilde. Brilliant English society farce, especially recommended. 3 acts. 5 m. 4 f. Settings not difficult but elaborate: 2 interiors, 1 exterior. Baker, and French. 50c.

## COMMENCEMENT

She Stoops to Conquer—Oliver Goldsmith (the William Warren edition with full stage directions). A romantic comedy, not too difficult and especially recommended. 5 acts. 15 m. 4 f. Eighteenth century costumes. Settings: 3 interiors. Baker. 25c.

The Vicar of Wakefield—Oliver Goldsmith (dramatized by Marguerite Merrington). Especially recommended to high schools. 5 acts. 13 m. 7 f. Costumes of the period. Settings: 3 simple interiors. Duffield: \$1.25.

A Woman's a Woman for a' That—Mary MacMillan (in Short Plays). A comedy of a woman doctor and her patient. Lively, not difficult. 3 m. 3 f. Interior setting. Stewart. \$1.50

Volume includes The Shadowed Star, The Ring, The Rose, Luck? Entr' Acte, A Fan and Two Candlesticks, A Modern Masque, The Futurists, and The Gate of Wishes.

Holly Tree Inn—Charles Dickens (dramatized by Mrs. Oscar Beringer). An excellent play for older children or grown-ups. 3 m. 4 f. Eighteenth century costumes. Setting: an old-fashioned interior, decorated for Christmas. French. 25c.

The Love-Chase—James Sheridan Knowles. An excellent old English comedy. Not very difficult and offering opportunity for fine acting. 5 acts. 11 m. 6 f. Costumes of the time of Charles II. Settings: rather elaborate interiors, may be simplified. French. 25c.

Merry Wives of Windsor—William Shakespeare. A comedy which is especially recommended to schools. 5 acts. 16 m. 4 f. servants, etc. Costumes of the period. Settings: simple or elaborate. French. 25c.

A Midsummer Night's Dream—William Shakespeare (the Ben Greet edition with full and valuable stage directions). The settings may be simple or elaborate and the play is especially suited to out of doors. 4 acts. 11 m. 10 f. fairies and attendants. Costumes of Shakespeare's time. Doubleday, Page. \$1.50.

Also in William Warren acting edition. Baker. 25c.

## GAMES AND DRILLS

Games for Playground, Home and School—Bancroft. Macmillan. \$2.00.

A book filled with games of every character and description. Every teacher should own this book. Games for indoors, outdoors, songs, games, dances, puzzles, party plans and ideas—practically everything in the recreation field for practical use.

Games—Draper. Association Press. \$1.00 plus postage.

Over three hundred games arranged for the convenient use of teachers, church leaders, Y. M. C. A. secretaries, welfare workers, and parents. The equipment is so simple that it is readily available in the most remote places. This little book is of pocket size and makes a splendid handbook for all types of games.

The Department of Recreation, Russell Sage Foundation, 130 East 22nd Street, New York City, will send helpful material if requested.

School Room Games—Boyd. Schools of Civics and Philanthropy. 25c.

This little booklet gives a set of games for use in the school room, hall or auditorium. On rainy days, in inclement weather, or at times when the playground is not available, these games will serve for indoor recreation. Many games that are played out of doors may be adapted to the school room.

A very attractive and practical set of handbooks on Play and Recreation is issued by The Playground and Recreation Association of America.

A set containing the following pamphlets may be obtained: *Community Recreation*, 30 cents; *Comrades in Play*, 30 cents; *Layout and Equipment of Playgrounds*, 30 cents; *Community Music*, 50 cents; *Pioneering for Play*, 30 cents; *What Can We Do*, 25 cents; *Recreative Athletics*, 60 cents; *Summer Camps—Municipal and Industrial*, 30 cents; *Games and Play for School Morale*, 25 cents; *Fun for Everyone—a Pocket Encyclopedia of Good Times*, 50 cents.

Old Familiar Dances—Gott. Ditson.

A unique selection of many attractive dances of years ago, dances of other countries, festival dances of local color. Whenever a field contest is held or a festive day celebrated, it adds interest and attractiveness to have some group dances.

This little booklet will be of value for such occasions.

Guide to Track and Field Work Contests and Kindred Activities—Stecker. McVey. Games, Contests and Relays—Staley, S. C. Barnes.

It will undoubtedly add great interest to the play movement if arrangements and plans are made for some type of athletic contest. This little book contains useful ideas and practical suggestions for such contests. It gives rules for field events, suggested programs, and many hints for carrying such contests to success.

Children's Singing Games—Hofer. Flanagan.

A collection of singing games for children of the elementary grades. The games are explained and the music given. Many dancing games especially adapted for festival days are included.

Community Recreation—Draper. Association Press.

Outdoor Athletic Tests for Boys—Brown. Association Press.

Joy and Health Through Play. U. S. Bureau of Education.

Games for Rural Schools. Published by Berea College, Berea, Ky.

A bulletin of games for schools in rural communities where there is a lack of general equipment. This is a well-chosen selection.

Education by Plays and Games—Johnson. Ginn.

This book is one to inspire as well as to instruct. It touches the psychological side of play and points out the place and possibilities of play in education. The book contains a generous number of games suitable to each grade of school children with clear instructions as to the method of playing the games and the variations which may be introduced.

Graded Games for Rural Schools—Ross. Barnes.

The author has selected from the vast number of games in existence a representative group especially suitable for rural schools.

Addresses of publishers listed on page 397.



## **PART VII**

### **MISCELLANEOUS TOPICS**

- TOPIC 25: Introducing an Extra-Curricular Activities Program
- TOPIC 26: The Point System
- TOPIC 27: How One School Solved the Literary Society Problem
- TOPIC 28: The National Honor Society
- TOPIC 29: A State Dramatic Association
- TOPIC 30: A Lighting Plan for the Stage and Make-up in Dramatics
- TOPIC 31: Try These!

## TOPIC 25

### INTRODUCING AN EXTRA-CURRICULAR ACTIVITIES PROGRAM

A Full Description of Method  
An Interest Questionnaire  
Clubs  
Results

## TOPIC 25

### INTRODUCING AN EXTRA-CURRICULAR ACTIVITIES PROGRAM

It has been the purpose of the preceding chapters to set up the fundamental philosophy underlying the extra-curricular activities program advocated by modern education and to show to what extent the movement has developed in Florida. Anyone conversant with the literature in the field knows the whole movement is beyond the experimental stage. It is clear that a sufficient number of fundamental principles have been established which furnish ample basis for growth and development in the future. Chapter III of this bulletin shows plainly that the movement is well on its way in Florida, and Chapter IV shows along what lines it is developing and what the present tendencies of the movement are.

Since the movement is in its infancy the authors thought it might be of some service to include in the bulletin a chapter on Introducing An Extra-Curricular Activities Program. In other words, connect up theory and practice. Sometimes it is helpful in establishing a principle to give a working example as an illustration. It is with this thought in mind that we are presenting this chapter. Two illustrations are presented; one a junior high school, the other a junior-senior high school.

In the fall of 1924, Sexton Johnson, Supervising Principal of the Orlando City Schools, invited the writer (Roemer) to spend two days a month with him and assist in introducing an extra-curricular activities program in his high school. Plans and dates were agreed on and the first visit was made in the month of November.

It was the purpose of the writer on the first two days' visit to get a bird's-eye view, as it were, of the whole school. He merely tried to get an idea of conditions in general as a background for his later work and as a method of approach to the problem. This was done by watching passing in halls and corridors, supervision of study halls, management of the library, methods of discipline, etc. This was necessary before any constructive work could be attempted.

A month later the second visit was made. This visit began Wednesday evening. A banquet was served to all the high school teachers in

\* This topic is reprinted from a University of Florida bulletin—"A Study of the Extra-Curricular Activities in the Public High Schools of Florida"—*University Record*, Vol. xx, No. 1, June, 1925. Note Part I, Topic 1 Bibliography.

the school cafeteria at 6:30 p. m. At 7:15 p. m. the group adjourned to a study hall for the program which had been arranged. The first part of the program consisted of an address by the author wherein he endeavored to set out the underlying philosophy of an extra-curricular activities program. Following the address was a round-table discussion of the proposition. During this round-table the writer cited numerous instances of schools where extra-curricular activities programs are working. So keen was the interest of the teachers that the meeting lasted till past ten o'clock.

Before adjournment that evening the writer put it square up to the teachers what their part in this proposed program as teachers was and announced he would be glad the next two days to confer with any one on any phase of the work he desired. The response was delightful. For the next two days the writer was literally besieged by teachers eager to discuss with him some problems or idea they had. After two days of work in consultation of this kind the writer left the matter up to the school for action.

Feeling as he does that this movement must start with the faculty, the writer purposely waited two months this time for discussion and developments. During this time, too, the principal of the Senior High School was doing good work in his weekly faculty meetings, studying Belting and Pringle on this matter.

After considerable discussion on the part of the principal and faculty members with pupils concerning various phases of club life and student activities, it was felt that the time was ripe for action. They felt the pupils were ready for leadership in this new activity. Consequently, a program was launched in the junior high school as follows: At assembly the principal talked to the pupils about initiating a student activities program and passed out a copy of the following questionnaire to each pupil with instructions to take it home, read it over, fill it out, and return it the next day.

#### INTEREST QUESTIONNAIRE

Name..... Sex..... Age..... Section.....

Address before coming here.....

City

State

DIRECTIONS: Underline each of the following things you would like to do while in junior high school. You may mark as many as you like. Make a circle around the number of each thing you would like *very much* to do.

1. Draw cartoons.
2. Cook and serve luncheons.
3. Design and make costumes for plays and parties. Make posters to advertise parties, games, plays, etc.
5. Embroider, tat and knit.
6. Take lessons in camp cooking.



*Top*—School Band. *Bottom*—School Orchestra.

These organizations are active in the Graded and High School of Chapel Hill, N. C. They have added a genuine contribution to the musical life of the community. Mr. L. R. Sides, Supt. of Schools, is director.

7. Learn about the city you live in. 8. Learn how to be a good officer. 9. Visit the court house, city council, police and fire stations, etc. 10. Learn how to conduct an office successfully. 11. Learn how to act on a sleeping car, at a banquet or dance. 12. Study what is proper to wear at a dance, party or when traveling. 13. Find out just what is best to eat, what exercises are best for health. 14. Belong to a boosters' club and help boost our school.

15. Be an editor of the school paper. 16. Write items of different kinds for the school paper. 17. Write short stories. 18. Be a leader in our school activities. 19. Learn how to advertise a business.

20. Help students having trouble with their lessons. 21. Be helpful to students who have few friends.

22. Draw house plans. 23. Make cross word puzzles. 24. Learn how to make a tent, build a fire without matches. 25. Study the habits of fish, birds and animals. 26. Make such things as tables, candlesticks, cupboards, hat racks, etc. 27. Make place cards, baskets, decorate boxes, etc.

28. Collect postage stamps. 29. Learn how to take good kodak pictures. Make and use a radio set. 31. Learn how an automobile is made and works. 32. Learn military drilling.

33. Study the stars. 34. Find out what the people of other countries do and how they live. 35. Belong to a science club. 36. Learn how to give first aid. 37. Learn how to take care of the sick.

38. Dance. 39. Read good books. 40. Tell stories. 41. Hear good music. 42. Learn how moving pictures are made. 43. Attend good movies. 44. Figure out queer mathematical problems. 45. Learn about people who lived in ancient times.

46. Play basketball. 47. Play baseball. 48. Play tennis. 49. Play volley ball. 50. Hiking. 51. Track. 52. Swimming. 53. Watch baseball games 54. Watch basketball games.

55. Take part in a play. 56. Be on a debate team. 57. Take part in assembly programs. 58. Give readings. 59. Learn how to persuade people to do what you want them to do. 60. Learn how to sell things to people.

61. If there is anything else that you very much want to do, write it here.

Now go back and select from the things that you have marked, the *one* thing you would enjoy most. Write it, together with its number, in this space. ( ) .....

Put your second choice here. ( ) .....

Put your third choice here. ( ) .....

When these blanks had all been collected and scored up it was found that their answers grouped around certain activities. Consequently, the following blank was distributed to all pupils and from it the club program was launched.

### CLUBS

You will be given an opportunity to do one of these things every Friday afternoon for eight weeks—

1. Make cartoons.
2. Sew, embroider, tat, knit.
3. Study the stars.
4. Learn how to take care of the sick.

5. Hear good music.
6. Figure out queer mathematical problems.
7. Take part in play.
8. Learn how to conduct an office successfully.
9. Write items of different kinds for the school paper.
10. Learn to do some of the scout's specialties.
11. Make and use a radio set.
12. Learn how to act on a sleeping car, at a dance, etc.
13. Learn how an automobile is made and works.
14. Study the habits of fish, birds, and animals.
15. Learn to dance (For those not already knowing how.)
16. Collect postage stamps.
17. Learn how moving pictures are made.

Your name.....

Your first choice .....

Your second choice .....

Your third choice .....

After the clubs had been going two weeks the writer went back for his third visit. The purpose of these two days' work was to touch up and encourage the extra-curricular activities launched or about to be launched in the school. Consequently, the writer devoted most of the time to addressing various student groups on some phase of the program. During these two days he talked to the following groups:

1. Senior high school student government officers.
2. Senior high school assembly.
3. Ninth grade class meeting.
4. Junior high school committee appointed to draft constitution on student government.
5. Home-room officers of junior high school.
6. Group of young, inexperienced home-room teachers who were anxious to know more about their task.

One month later the writer made his fourth and last visit. In the meantime the clubs and other activities had been running about a month and had had time to bring to the consciousness of the pupil leaders and officers some of their problems. Consequently, the time of this visit was devoted mostly to conference work with pupil officers and leaders on these individual problems. He counseled with the presidents of both student governments, several club presidents, a number of home-room officers, etc. He spent one hour with the Student Publications Club and finally addressed all the high school teachers assembled at one period. In talking to the teachers the writer tried to encourage them in the fine program they had launched and to urge them to keep studying and working at the project.

The reader should not get the idea that the task is easy and that all is smooth sailing in such an undertaking, for it is not. The joy of the above undertaking, however, was that the great group of teachers

fell in line and worked eagerly at the job. One, in the senior high school, rebelled and said it meant more work on her, and a few went peacefully along wholly oblivious of the whole project. But that is what we should expect in any large group of high school teachers, consequently should not let it discourage us.

The project, on the whole, went much better in the junior high school than it did in the senior high school due to two causes; namely, for three years the principal of the junior high school, Miss Dorothy Pratt, had been breaking ground in her school by doing a great deal of preliminary work and was ready for the project to begin, and secondly, the junior high school teachers are a much younger group, consequently are not so set in their ideas. The Orlando school is discussed in some length in order that the leader might see the detail steps taken in initiating such a program.

TOPIC 26  
THE POINT SYSTEM

Purposes and Values  
Promoting the Plan  
Suggestions for Developing the Plan  
Illustrations  
Keeping Records



## TOPIC 26

### THE POINT SYSTEM

Students may be classified into three groups as regards extra-curricular activities. There is the group attempting to carry off all honors, interested in every activity, assuming the bulk of student responsibility, and overdoing participation. There is the other extreme of the backward pupil, never participating, finding little interest, and assuming no responsibility. Between these two extremes the mass of high school students may be placed. This group is creating attention. The participation, in all educational processes, by a large number is essential to good pedagogy.

As a tool to LIMIT, GUIDE, and STIMULATE participation in extra-curricular activities the point system finds its contribution. For the first group of students there must be a limit to participation. For all the groups there must be wholesome guidance and supervision. For the second and third groups stimulation is essential. The point system does limit, guide, and stimulate participation.

#### PURPOSES AND VALUES

1. When the interest of a group calls for participation by all, then socialization is effective. The point system demands and creates general participation.

2. In the small high school, where this general activity may be best effected, there is the tendency for a few to hold all offices, assume all responsibility, and always be the ones to do the honors for every occasion. A point system limits participation.

3. It is often true that these overworked leaders become the props of the school. Latent talents of others are never given opportunities for expression. Many students do not know their capability. A point system gives these latent talents opportunity for development.

4. There is a decided tendency, in most institutions, especially where patterns have been stamped, to follow the lines of least resistance and let the other fellow do it. A point system, well guided, would direct others into responsibility.

5. Where the pupil engages in too many activities the activity suffers. There is lack of attention due to a lack of time to give to it. There is a time limit to student efficiency. A point system deals fairly with individual, organization and office. No matter what the duty may be it demands time and attention.

6. If the school is approaching a democratic status in function then a point system tends to equalize distribution of positions and furthers this approach. It scatters positions to the largest possible number in participation for efficient promotion of the activity.

7. It serves for individual growth and initiative. Records kept from year to year gives the individual opportunity to test development. The record should be kept for the benefit of the individual to further activity and growth.

8. There may be an objection raised to the plan in that it limits participation and keeps back the bright, initiative, talented, and progressive student. Outside of school life there is no point system to limit, guide, or stimulate. This is very true and the fact may cause some to hesitate in using the plan. But the function of education should demand a higher type of promotion than the plan in vogue outside of school life. The plan should develop leadership in large numbers. Careful study will overrule the objections in most cases.

#### PROMOTING THE PLAN

1. A point system should develop as the result of a felt need on the part of the school. A good teacher-leader can do much to stimulate this need and direct opinion in its favor. The first step would be the creating of general interest. If there is no interest on the part of the student body the plan should not be forced on them.

2. Discuss the plan with the student organization directing student participation in school government. Let us assume that this group is the student Council. Here the type of plan, weighing of activities to determine points, suggestions for promoting the plan, and the like, may be brought forth and studied. Some plan should be determined by the Council as suggestive material to be presented to the student body.

3. This tentative plan should then be presented to the unit of extra-curricular activity in the school—the home room or the class. It should be emphasized that the Student Council plan is only suggestive and the home room or class should be urged to study the plan and give added suggestions and constructive criticisms. A home room or class may present an entire new scheme.

4. A committee composed of student council members and faculty advisers should then assemble all suggestions and study out a plan best suited for the local school.

5. When this plan (or plans) is completed it is given publicity through the channels of publications, assembly meetings, called meetings of the student body, and general discussions.

6. At some appointed time the plan is voted upon by the entire student body. In this constituted way it becomes a real part of student life.

#### SUGGESTIONS FOR DEVELOPING THE PLAN

1. The local situation should be carefully studied before deciding on the type plan to be used. Let simplicity and effectiveness guide the choice. Suggested types are presented as illustrations.

2. As a general rule the President of the Student Council ranks highest in weighing activities for points. Then such major leaders as: Athletic Officers, Class Presidents, Representatives of the Student Body at Large, and Editors-in-Chief rank in the second group. The presidents of the Senior and Junior Classes outrank the presidents of the Sophomore and Freshmen classes. Local conditions and activities should direct the weighing.

3. Whenever there is an added activity the Student Council should evaluate it as to points.

4. The time required of the activity and the responsibility attached should be given full recognition in determining value.

5. Student valuation of the honor, office, or duty, should not be overlooked. What is considered an high honor in one school may not rank so high in another situation. Student attitude has its power.

6. If due credit is given the activity through curricular channels it is not necessary to weigh it in a point system of extra-curricular activities.

7. "The maximum number of points which may be carried by a pupil at any one time should be the limit of work in extra-curricular activity."

8. "The numerical value of the limit should be one-half more than the number of points allotted to the position receiving the highest number of points."

9. The two limits given above will limit individual participation and check overdoing of activities. At the same time it allows ample opportunity for expression in activity.

10. Distribute the point values so that they cannot be bunched together in one semester. Local condition should direct this.

11. It is not necessary to fix a minimum amount as required. In order to assure participation by all some schools require a minimum of activity. Try the plan of stimulating interest and creating wholesome attitudes. Use force as a last resort.

12. Where a pupil is failing in work after having received an honor have some plan to check participation. Some scholastic requirement is always a good incentive. Participation at the outset may be limited by failure in scholarship and more freely allowed where there is success in scholarship.

13. Full individual records should be kept. The home room or class offers the best place for this procedure. Illustrations of record cards are presented in this Topic. Record keeping should receive emphasis, as it affords very stimulating material.

14. Where the local system does not harmonize with the State system or State plan for contests then allow the State plan to have preference. It will be well to study the State plan for local use. Where possible adopt it for local use or use it as far as local conditions will permit.

### ILLUSTRATIONS

There are a number of systems to be used. A few of these are presented as suggestive material. Local conditions and situations call for study. May it be stated again that an elaborate plan is not necessarily the best plan. Every effort should be directed to make the plan simple and effective under local conditions.

#### ILLUSTRATION I

##### A POINT SYSTEM FOR THE REGULATION OF EXTRA-CURRICULAR ACTIVITIES

*Westport High School, Kansas City, Missouri\* 1*

The activities are classified according to the time they require of the student and the importance of the activity in the school.

#### I

Basketball, football, track, tennis, hockey, girls' basketball, President of Student Council, music, contests, debate, *Crier*, and major parts in Christmas play and Senior play.

#### II

- (a) Class officers, council officers, executive board.
- (b) Major parts in club plays, major parts in public exhibitions otherwise not provided for, and chairmen of important committees.

\* Illustrations 1, 2, 3 and 4 and the material on Keeping Records is presented from a class report in Education 2350—"Extra-Curricular Activities"—Teachers College, Columbia University, Student Committee—Mary J. Meeks, Ch., Abigail Roberts, and Everett Rea.

## III

(a) Student Council member, business committee.  
 (b) Club officers, minor parts in club plays, minor parts in public exhibitions not otherwise provided for. Minor parts in Christmas and Senior plays.  
 Students may select either of the various combinations offered below.

	I	(a) II	(b)	(a) III	(b)
A	1	1 or	1	1	1
B	1			1	1
C		1	1		1
D		1			3
E		1		1	2
F			1		3
G			1	1	2
H				1	3
I					4

To illustrate the options:

Option A. Pupil may combine one out of Group I with one from Group II, either (a) or (b).

Option E. Pupil may combine one out of Group II with three in Group III, one in (a) and two in (b).

Honor students may have one more point in (a) or (b) of II or III providing they do not take more than one activity in either (a) division.

Members of the *Crier* staff may take part in one athletic activity with permission of the *Crier* staff adviser and athletic coach, or in debate with permission of the *Crier* staff adviser and debate coach.

Activities valued by numerical points. One unit of credit in activities may be offered toward graduation.

## ILLUSTRATION II

## POINT VALUATION OF SCHOOL SERVICE

*The Wadleigh High School for Girls, New York City\* 2*

The point system was formulated by the presidents of the several school organizations for the purpose of regulating the amount of time and work a pupil might reasonably give in school service.

A relative point value has been carefully assigned to each activity so that a reasonable limit to the amount of service for a given period may be set, and at the same time an accumulated credit may be recognized in school honors.

Rule No. 1. No pupil may carry service exceeding a value of 100 points per term.

Rule No. 2. Any pupil having 200 or more service points to her credit by the end of the sixth term is eligible for the Arista League (an Honor Society).

## MISCELLANEOUS TOPICS

## POINT VALUES

		<i>Pts.</i>
<b>I.</b>	<i>Officers of the W. G. O.</i>	
1.	President .....	75
2.	Directors .....	50
3.	Assistants .....	40
<b>II.</b>	<i>Senior Class Officers</i>	
1.	President .....	75
2.	Vice-President .....	25
3.	Secretary .....	40
4.	Treasurer .....	50
<b>III.</b>	<i>Official Section Officers</i>	
1.	President .....	15
2.	Other Officers .....	15
<b>IV.</b>	<i>Societies and Clubs</i>	
1.	President .....	25
2.	Vice-President .....	25
3.	Secretary .....	20
4.	Treasurer .....	20
<b>V.</b>	<i>School Publications—"Owl" and "Observer"</i>	
1.	Editor-in-Chief .....	75
2.	Assistant Editors .....	50
3.	Agents .....	15
<b>VI.</b>	<i>Individual Activities</i>	
1.	Inter-Scholastic Debating Team .....	40
2.	Performed in School Plays	
	(a) Major .....	40
	(b) Minor .....	10
3.	Inter-Scholastic Athletic Teams .....	10
<b>VII.</b>	<i>Arista League</i>	
1.	Chairman .....	75
2.	Secretary .....	40
<b>VIII.</b>	<i>Athletic Association</i>	
1.	Officers .....	50
2.	Directors .....	50
3.	Assistants .....	25
<b>IX.</b>	<i>Miscellaneous</i>	
1.	Glee Club .....	20
2.	Orchestra .....	20
3.	Library .....	20
4.	Poster Club .....	10
5.	Assistant to Floor Manager .....	20
6.	Lunch-room .....	15
7.	Traffic or Public Service .....	10

## ILLUSTRATION III

PARTICIPATION LIMITED BY SCHOLASTIC STANDING  
*Libby High School, Toledo, Ohio* \*<sup>3</sup>

Participation in the Libby High School is based upon academic standing.

- A. Pupils are not limited in activities.
- B. Pupils may carry three activities.
- C. Pupils may carry two activities.
- D. Pupils may carry one activity.
- E. Pupils may carry one activity.
- F. Pupils may carry one activity.

# THE POINT SYSTEM

289

## KEEPING RECORDS \* 4

What kind of a record should be kept?

1. Activity Record Card.

- (a) This card states the activity engaged in, the position held, and the number of points made.
- (b) The pupil's participation in each activity is rated here by the student superior and the faculty adviser.
- (c) This card is kept on file in the Home Room and filed in the Principal's office at the end of the semester.

### ACTIVITY RECORD CARD

Last Name	First Name	Middle Name	Activity Record Card
Home Room	Year	Name of School	
Activity	Position	Points	Rating by Student Superior
			Rating by Faculty Adviser

- A. For unusual responsibility or work well done.
- B. For average qualities and mediocre work.
- C. For lack of responsibility and work poorly done.

NOTE: On the back of this card all the positions with their point values may be printed.

2. Activity Limit Card.

This card should be kept in the Home Room and through the co-operation of teacher and pupil should be kept up to date all the time.

### ACTIVITY LIMIT CARD

First Semester			Activity Limit Card	
Last Name	First Name	Middle Name		
Home Room	Year	Name of School		
Activity	Point Value	Date Begin	Date Finished	Check if Reported

NOTE: On the back of this card the same form for the second semester.

## 3. Permanent Record Card.

The entire high school record in Extra-Curricular Activities should be here assembled. This should be kept on file in the Principal's office with the other permanent records of the pupil.

## PERMANENT RECORD CARD

FRESHMAN YEAR				JUNIOR YEAR					
Activity	Position	Rating		Points	Activity	Position	Pupil	Adviser	Points
		Pupil	Adviser						
Total Points				Total Points					
SOPHOMORE YEAR				SENIOR YEAR					
Total Points				Total Points					
Final Rating				Grand Total Points					

TOPIC 27

HOW ONE SCHOOL SOLVED THE LITERARY SOCIETY  
PROBLEM



## TOPIC 27

### HOW ONE SCHOOL SOLVED THE LITERARY SOCIETY PROBLEM\*

We feel that in the Lincolnton High School we have found at least a partial answer to the question, and we have incidentally lightened the burden of the teacher of English by relieving her of much of the extra-curricular work. The solution of the problem which we have found is very simple, in fact, it can be stated in one word—Clubs.

Four years ago, rendered desperate by the moribund condition of the literary societies, we organized six clubs in the school, namely: Debating Club, Dramatic Club, Glee Club, Nature Study Club, Civic Club and Literary Society.

The method of organization was extremely simple. The superintendent called a meeting of the teachers and asked for suggestions regarding the formation of clubs. Each teacher was urged to state a preference as to the club in which she would be most interested. From the list of suggested clubs the six already named were selected, and a teacher was placed in charge of each. Then each "director" was asked to write a brief statement of the aims of her club. These statements were handed to the superintendent and he read them to the assembled school. Each pupil was then asked to write on a slip of paper his name and a first and second choice of clubs.

This system is still followed. Each autumn the pupils indicate in this way the club of their choice. They are then given three weeks in which to observe the work done by the various clubs. At the end of this time they definitely become members of the club in which they are most interested, provided the club selected is not already too crowded. In this case the "director" and a committee chosen from the club canvass the applications for membership and select those they think will do the best work in that club. Once admitted to a club in the Lincolnton High School, no pupil can get out unless the club votes for his dismissal.

Some of the advantages of the club system over the conventional society are first, each pupil is given an opportunity to do something in which he is really interested; second, the groups are small, and the

\* Miss Eunice Mackay. Reprint from article in *The North Carolina Teacher*, Vol. I, No. 1, "A Solution of the Literary Society Problem."

teacher can come into more intimate contact with each pupil, thus gaining an insight into his particular needs; third, the pupils are given real training in executive positions, many of them becoming really efficient.

The club plan has been most successful in Lincolnton, several new clubs having been added as the needs for them appeared. The most important of the new clubs are the Press Club, the Basket Weaving Club, the Folk-Dancing Club, the Radio Club, the Choral Club, the Sewing Club, and the Advertising Club.

Each club has a name, either suggestive of its particular "line" or wholly mysterious. For instance, the members of the Radio Club are called the "Broadcasters," while the Advertising Club is known as the "L. 13."

The clubs meet each Wednesday morning from 9 to 9:50, thus making them an integral part of the second work. Credit is given in English for the work done in the Dramatic, Literary, Press, and Debating Clubs. The Radio and Nature Study Clubs receive recognition for their work from the Science Department. The Glee Choral, and Folk-dancing Clubs receive credit in Music, and the Sewing Club in Domestic Science and the Advertising Club in the Commercial Department.

Pupils who are not interested in any of the clubs use club periods as a study period under the direction of a teacher. These pupils rejoice in the name of the "Drones," and they are debarred from participation in club activities.

Last year the superintendent announced that each club must, during the year, perform some concrete piece of work which would justify its existence. How this was done may best be seen by describing the work of the Dramatic Club.

The project chosen by this club was sponsoring the Carolina Playmakers' performance in Lincolnton. The guarantee of one hundred and fifty dollars was rather an obstacle in the eyes of the forty members of the club, but they determined to carry through the enterprise. They worked faithfully, advertising, selling tickets, providing entertainment, and were thoroughly successful. Large numbers of people were turned away at the door on the night of the performance. We were proud indeed to be the first high school organization of any kind to sponsor a Carolina Playmaker performance.

Enough has been said to show the value of the clubs in Lincolnton and their advantage over "literary societies." As was stated at the beginning of this article, clubs can be easily organized, and they lighten if they do not entirely remove the burden of the dead literary society.

**OFFICIAL REGISTER**

Name of Club .....

Time of Meeting .....

Place .....

**OFFICERS**

President .....

Vice-Presidents .....

.....  
.....  
.....

Secretary-Treasurer .....

Faculty Adviser .....

**COMMITTEES**

Program .....

Membership .....

Social .....

Others .....

.....  
.....  
.....



TOPIC 28

THE NATIONAL HONOR SOCIETY

General Statement  
The National Honor Society  
How May a Charter Be Obtained?  
Constitution of the Society



## TOPIC 28

### THE NATIONAL HONOR SOCIETY

There are a number of ways to reward honor. The insignia, the letter, the school pin, newspaper headlines, and many other devices bring the student into reward. There is a growing interest in the award of scholarship. It is too often true that the athlete or club leader is heralded as supreme with little honor given to the scholar. Many times scholarship is berated but surveys have shown that the scholar, most of the time, comes nearest the top. In order to stimulate scholarship and reward its development many honor societies have sprung up in individual schools. There soon developed the idea of a National Honor Society corresponding to the Phi Beta Kappa of the college. It has grown into effective leadership in this field and is recognized as the best society for the rewarding of scholastic honor. The material presented is taken from the handbook of the National Honor Society. High School teachers interested may find an avenue of approach from the statements given.

### THE NATIONAL HONOR SOCIETY

It was this feeling from all sections to emphasize scholarship that prompted the organization of the National Honor Society. In drawing up the constitution the committee was faced with the necessity of providing an organization broad enough to meet all of the varying needs of these numerous societies (referring to those already established). Scholarship only seemed too narrow; this was the opinion of some persons who had experience with societies where scholarship is the only standard of membership. On the other hand, there was great danger of according too little recognition to scholarship. After considerable discussion, the committee fixed upon character, leadership, scholarship, and service as the fundamental virtues most useful to society and therefore most worthy of encouragement.

Pupils eligible to election to this society shall stand in the first fourth of their respective classes in scholarship. Not more than 15 per cent of any 12A class shall be elected to membership in this chapter. The election of not more than 5 per cent of the 11A class may take place during the last month of the sixth semester. The election of not more than 10 per cent of the 12B class may take place before the end of the seventh semester in which the standards for election have been attained. Any active member who falls below the standards which were the basis of his election to membership shall be dropped from the chapter by a majority vote of the faculty upon recommendation of the council.

We are often asked about the methods of determining those who "stand in the first fourth." Grades for the first and second years are counted along with grades of later years. The list of pupils arranged alphabetically is submitted to the teachers for their consideration. This convinces you that it is not the record of one year nor the opinion

of one teacher that determines the election, but it is the record from the first day to the day of election.

### HOW MAY A CHARTER BE OBTAINED?

1. Write to the Secretary, Mr. H. V. Church, J. Sterling Morton High School, Cicero, Illinois, for a sample constitution for chapters. It is not necessary to adopt this, but the chapter constitution must conform to the constitution of the National Honor Society.

2. Adopt the sample or write a constitution.
3. Send three copies of this to the Secretary with a check for five dollars.
4. If the council approves the constitution, a charter will be sent by Secretary Church.

The charter is authority for the school to elect its members. A list of members must be sent to the Secretary, after every election, by the secretary of the chapter.

The pins, or fobs, or emblems, can be obtained only through the Secretary. They will be sent C. O. D.

During the first two years over two hundred chapters, ranging from Maine to Honolulu, have been granted charters, with an aggregate membership of more than six thousand.

### CONSTITUTION OF THE NATIONAL HONOR SOCIETY

(Revision of February, 1923)

#### ARTICLE I—*Name and Purpose*

Section 1. The name of this organization shall be the National Honor Society of Secondary Schools.

Section 2. The purpose of this organization shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of American secondary schools.

#### ARTICLE II—*General Control*

Section 1. The general control of this organization shall be vested in a National Council.

Section 2. The National Council shall consist of nine members elected by the National Association of Secondary-School Principals. The Secretary of the National Association of Secondary-School Principals shall be a member, *ex officio*.

Section 3. The nine elective members shall be chosen for a term of three years, three being chosen annually. Immediately after the first election they shall be divided into three classes for the one-, two-, and three-year terms.

Section 4. Five members shall constitute a quorum of the National Council.

Section 5. The National Council shall each year nominate three members to be elected by the National Association of Secondary School Principals, to succeed those whose terms expire.

#### ARTICLE III—*Local Organizations*

Section 1. These organizations shall consist of chapters in the secondary schools of the United States, supported by public taxation or endowment, with standards equal to those accredited by such agencies as the North Central Association of Colleges and Secondary Schools, the New England College Entrance Certificate Board, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Southern Association of Colleges and Secondary Schools, etc.

Section 2. Each chapter, before its admission to the National Honor Society, shall have its organization approved by the National Council.

Section 3. Each chapter shall, for continued membership, conform to all rules made by the National Council.

#### ARTICLE IV—*Emblem*

Section 1. This organization shall have an appropriate emblem, selected by the National Council, and this emblem shall be uniform throughout the United States.

Section 2. This emblem shall be patented.

Section 3. The distribution of the emblem shall be under the exclusive control of the National Council.

#### ARTICLE V—*Dues*

Section 1. Each chapter of this organization shall contribute whatever amount may be assessed by the National Council, not to exceed five dollars annually.

#### ARTICLE VI—*Membership*

Section 1. Members of the chapters shall be known as active and graduate.

Section 2. Membership in any chapter shall be based on scholarship, service, leadership, and character.

Section 3. Candidates eligible to membership in a chapter of this organization shall have a scholarship rank in the first fourth of their respective classes.

Section 4. To be eligible for membership, the student must have spent at least one year in the secondary school electing such student.

Section 5. Not more than fifteen per cent of any senior, or graduating, class shall be elected to membership in a chapter.

Section 6. The election of not more than five per cent of the 11A class may take place during the last month of the sixth semester. The election of not more than ten per cent may take place before the end of the seventh semester. The remainder may be chosen during the eighth or last semester before graduation.

#### ARTICLE VII—*Electors*

Section 1. The selection of members in each chapter shall be by the faculty, or by the principal and a committee of four or more members of the faculty whom he may select.

#### ARTICLE VIII—*Officers*

Section 1. The officers of each chapter shall be a president, vice-president, secretary, and treasurer.

Section 2. The secretary shall certify to the National Council the number graduated in each class and the names of those elected to membership in the chapter.

#### ARTICLE IX—*Faculty Supervision*

Section 1. All meetings shall be open meetings and shall be held under the direction of the principal or of some member of the faculty selected by him.

Section 2. The activities of the chapter shall be subject to the approval of the principal.

#### ARTICLE X—*Executive Committee*

Section 1. The executive committee shall consist of officers of the chapter and the faculty sponsor.

Section 2. The executive committee shall have general charge of the meetings and business affairs of the chapter, but any action on the part of executive committee shall be subject to review by the chapter.

#### ARTICLE XI—*Amendments*

Section 1. This constitution may be amended at any meeting of the National Council, or by mail by an affirmative vote of seven members.



## TOPIC 29

### A STATE DRAMATIC ASSOCIATION

Regulations for a Play Contest

Regulations for the Competition in the Writing and  
Production of One-Act Plays

Constitution of the Carolina Dramatic Association



## TOPIC 29

### A STATE DRAMATIC ASSOCIATION

The objects of the Carolina Dramatic Association as set forth in the Constitution are:

1. To promote and encourage dramatic art in the schools and communities of the state.
2. To meet the need for genuinely constructive recreation.
3. To co-operate in the production of plays, pageants, and festivals of real artistic worth.
4. To stimulate interest in the writing of native drama.

The material presented below will give a very definite idea of the work of the association and how it is carried out. The Topic is presented as a suggestion to other states, counties, or local units desiring to form some type of dramatic association.

### THE CAROLINA DRAMATIC ASSOCIATION REGULATIONS FOR THE PLAY CONTESTS FOR 1926

#### ELIGIBILITY

Only dramatic groups having membership in the Carolina Dramatic Association are eligible. In the case of high schools and colleges only bona fide students may be included in the casts.

#### STATE DIVISIONS FOR THE PRELIMINARY CONTESTS

For these contests the state will be divided into two parts: The Eastern and the Western, with Chapel Hill as the center. The dividing line shall follow approximately the Seaboard Railway passing through Raleigh. The competing groups shall be arranged in the preliminary contests by the Executive Committee of the Association, after the Secretary has held, at some central point in each division, a conference with the interested directors. These conferences are for the discussion of plans and problems and for the advice and consent of the clubs concerned as to the grouping and places for holding the contests.

#### SELECTION OF PLAYS

Any one-act play, of not more than an hour's duration, may be selected; but the same play may not be entered in the contest by two clubs in the same state division. The right to present any given play shall rest with the group making the first registration for that play. The registration should be mailed to the Secretary of the Association, at Chapel Hill.

## JUDGES

The decision in the preliminary contests shall be made by five unbiased judges where three plays are presented, and by three judges where but two groups are competing. Each and every one of these judges must be agreed upon by the directors of the participating groups prior to the presentation of the plays. A copy of the particulars to be considered in rendering a decision must be placed in the hands of each judge by the Business Manager before the contest starts.

In making a decision each individual judge shall render judgment by a secret signed ballot and all ballots, after the decision has been announced, shall be sent to the Secretary of the Association, who will keep them on file.

In rendering their decision, the judges should attach the greatest importance to the acting, which includes both pantomime and diction; next, they should consider the stagecraft, which includes stage-settings, lighting, costuming, and properties; and lastly, the choice of play. The rating should be as follows: Acting, 50 per cent.; stagecraft 30 per cent.; choice of play, 20 per cent. *But* the decision shall be rendered in terms of place; *i.e.*, each competing group shall be assigned to first, second, or third place on the ballot.

The judges for the final contest shall be selected by the Executive Committee of the Association.

## THE PRELIMINARY AND FINAL CONTESTS

For each of the preliminary contests, the competing clubs (in co-operation with the Executive Committee of the Association) shall designate one reliable person, familiar with local conditions, to act as Business Manager. It shall be the duty of the Business Manager to make all necessary arrangements: Engage the hall, advertise the performance, and manage the ticket sales. He shall confer with the directors of the competing groups in making such arrangements. He shall also place instructions and ballot forms into the hands of the judges before the contest begins. He shall have charge of all moneys collected, settle all legitimate expenses indorsed by the directors, divide the net proceeds, and remit to the Secretary of the Association the amount due, together with a complete report of the contest, including the signed ballots of the judges.

The winners of the Eastern Division and of the Western Division shall enter the final contest to be held in the new Playmakers Theater in Chapel Hill during the Dramatic Institute in March.

Each club may design and make its own scenery; or it may utilize such scenery as may be locally available. For the final contest in the Playmakers Theater in Chapel Hill, simple settings will be provided by the Association, if such are desired. In such event the competing clubs may utilize their own properties and any special scenic effects they may wish to use.

## EXPENSES

In order to defray the expenses of the final contest, and of the Dramatic Institute, ten per cent. (10%) of the gross receipts from each preliminary contest shall be paid to the Carolina Dramatic Association. In addition, admission fees to the final contest will be used to help defray such expenses. If any surplus is left, after expenses are paid, it shall be devoted to the promotion of the drama throughout the State.

Each club shall be responsible for its own production and for traveling expenses incident to its participation in the contest. The expenses and net profits of the preliminary contests shall be equally divided among the participating clubs. In the final contests at Chapel Hill each contesting group will be expected to make its own reservations for rooms.

The contests shall be conducted in six distinct groups: (1) High School Clubs; (2) College Clubs; (3) Community Clubs; (4) Original One-Act Plays by Colleges; (5) Original One-Act Plays by High Schools; (6) Original One-Act Plays by Community Clubs.

## A TROPHY

The club winning the State Championship in each of the six divisions will be awarded a beautiful and distinctive trophy in the shape of a bronze shield bearing the coat-of-arms of the Association in colors. To each individual in the winning group will be awarded a gold Association pin.

**REGULATIONS FOR THE COMPETITION IN THE WRITING AND PRODUCTION OF ONE-ACT PLAYS**

## ELIGIBILITY

This contest will be conducted in three divisions:

1. College Clubs. 2. High School Clubs. 3. Community Clubs.

Persons submitting plays must be bona fide students in the institution or bona fide members of the organization they are representing in the contest.

## LOCAL CONTESTS

Local contests may be conducted in each school or club and such regulations and awards as are locally desired may be made. From the plays submitted a local committee shall select the one it deems the best. The manuscripts for the final contest must be in the hands of the Secretary of the Association by February 1st.

## THE FINAL CONTEST

Each of the above named groups may submit one original one-act play in typewritten manuscript. If the plays submitted are of sufficient merit to warrant production, the two best will be selected for presentation during the Dramatic Institute to be held in the Play-makers Theater at Chapel Hill in March. The two winning clubs in each division will produce their plays in competition for the State Championship in Original Play-writing and Production. There will be a special award to the authors.

**CONSTITUTION OF THE CAROLINA DRAMATIC ASSOCIATION**ARTICLE I—*Name*

The name of this organization shall be The Carolina Dramatic Association.

ARTICLE II—*Object*

The object of this Association shall be to promote and encourage dramatic art in the schools and communities of North Carolina; to meet the need for genuinely constructive recreation; to co-operate in the production of plays, pageants and festivals of real artistic worth; and to stimulate interest in the writing of native drama.

ARTICLE III—*Officers*

The officers of this Association shall be a President, a Vice-President, and a Secretary-Treasurer.

Section 1. The President and Vice-President shall be elected at the annual meeting held at Chapel Hill each spring.

Section 2. The Secretary-Treasurer of the Association shall be a member of the staff of the Bureau of Community Drama of the University of North Carolina, named by the University Extension Division.

Section 3. The University Extension Division will bear the expense of the office of the Secretary-Treasurer, and will take care of the printing of circulars, announcements, and bulletins.

Section 4. The office of the Secretary-Treasurer shall be the general clearing house of the Association. All applications for membership in the Association and all correspondence shall be conducted through the Secretary-Treasurer's office. The Secretary-Treasurer shall keep a record of all meetings of the Association and of the Executive Committee. He shall have charge of all funds of the Association and shall render reports to the Executive Committee and to the Association at its annual meeting.

Section 5. It shall be the duty of the President to preside at the annual meeting of the Association and at the meetings of the Executive Committee. It shall be the duty of the Secretary-Treasurer to call meetings of the Executive Committee. It shall be the duty of the Secretary and of the Executive Committee to set the date for the annual meeting.

Section 6. It shall be the duty of the Vice-President to preside in the absence of the President.

#### *ARTICLE IV—Executive Committee*

Section 1. The Executive Committee shall consist of the President, the Vice-President, the Secretary-Treasurer, the Director of the University Extension Division, the Director of the Bureau of Community Drama, and one member of the University faculty to be appointed by the Director of the Bureau of Community Drama.

Section 2. It shall be the duty of the Executive Committee to outline, subject to such rules and restrictions as may be placed upon it by this Constitution, the rules and regulations which shall govern the Dramatic Contests of the Association, and to issue these rules and regulations in circular form.

#### *ARTICLE V—Membership*

Any organized dramatic group or any individual interested in the drama may become a member of the Association. These clubs will be classified as follows:

1. High School and other Secondary School Dramatic Clubs.
2. College Dramatic Clubs.
3. Community Dramatic Clubs.
4. Church Dramatic Clubs.
5. Social and Fraternal Dramatic Clubs.
6. Children's Dramatic Clubs.

#### *ARTICLE VI—The Dramatic Institute*

A Dramatic Institute will be held annually at Chapel Hill at the time of the regular annual meeting of the Association. The program for this Institute will be prepared by the Executive Committee, and shall be presided over by the Director of the Bureau of Community Drama.

#### *ARTICLE VII—The State Championship Contest*

An annual Dramatic Contest will be held in connection with the regular meeting of the Association in the spring. Arrangements for this Contest will be left with the Executive Committee.

#### *ARTICLE VIII—Voting and Delegates*

All clubs holding membership in the Association shall have the privilege of sending two delegates (exceptions with special permission of the Executive Committee) to the Dramatic Institute. Each Club shall be entitled to one vote in the annual meeting.

*ARTICLE IX—Change in Constitution*

Section 1. A vote of two-thirds of the total possible vote is necessary to change the Constitution. A quorum for transacting business shall be one more than half the total possible vote.

Section 2. Any suggested change in the Constitution must be submitted to the Secretary's office twenty days before the annual meeting. The proposed change, in order to have any consideration, must be proposed and signed by the directors of at least six of the member clubs of the Association. The Secretary will send out the proposed change, when the stipulated conditions have been fulfilled, to all member clubs at least fifteen days before the annual meeting, and the balloting on the proposed change will take place at the annual meeting.

*ARTICLE X—Annual Dues*

Membership in this Association shall be contingent upon the payment by the member club of such annual dues as the Executive Committee may deem necessary.

Association promoted by the Bureau of Community Drama—Frederick H. Kolb, Director, and Ethel T. Rockwell, State Representative, Chapel Hill, N. C.



TOPIC 30

A LIGHTING PLAN FOR THE STAGE

Footlights  
Side Lights  
Border Lights  
Special Lights

MAKE-UP IN DRAMATICS

Materials  
Methods



## TOPIC 30

### LIGHTING \*

The lighting plan described here was devised by The Carolina Play-makers for the stage which they have constructed in the auditorium of the Chapel Hill High School Building. It is not necessary, however, to install so complete a system at the outset. Footlights alone may be made to serve at the first, the other units of lighting being added as soon as the organization has accumulated a little financial balance from receipts from performances.

Perfect co-ordination between the lighting of the stage and the action of the play is difficult to secure, but the amateur producer may achieve extremely good results with a very simple equipment, and by the expenditure of only a few hundred dollars.

In order that the fullest advantage may be taken of the psychological effect of the illumination of the stage, the light must be susceptible to changes to follow the spirit of the play. A glaring white light would never appeal to the up-to-date young people as affording a suitable atmosphere for a love scene.

To be able to produce the required changes in the illumination we must vary both the intensity of the light and its color. This can be done very satisfactorily by having our lights grouped on four different circuits: amber, red, blue, and white. In each of these circuits there should be a dimmer, of such capacity that the voltage on the group of lights, controlled by this dimmer can be reduced to at least half of the full line value. This will make it possible to reduce gradually the light given by such group of lights until, at half voltage, they will just glow. At this point, if further dimming is desired, the lights may be cut out of circuit entirely.

The proportion of the colors should be about four amber, two red, two blue, and two white. It is not often that the whites will be used alone. It is difficult to play in pure white light. Electric light bulbs may be colored with a special transparent coloring solution specially prepared for the purpose.

This topic is a reprint from a University of North Carolina Extension Division Bulletin—Vol. 1, No. 14, June, 1922. Title—II. Play Production for Amateurs—issued by the Bureau of Community Drama, in charge of Frederick H. Koch.

In lighting any scene it is desirable to do away with the very heavy shadows only, for not infrequently shadows, if properly related, contribute not a little to the effect desired.

The sources of illumination for the ordinary stage are footlights, side lights, borders, and special lights—such as lights in floor lamps, or fireplaces, spot lights, etc.

#### FOOTLIGHTS

The footlights should be as near the floor as possible, for two reasons: first, to be inconspicuous; second, so that they will not cast sharp shadows on the back of the stage. As made by The Carolina Playmakers the footlights are divided into sections about four feet long. These trough-like sections are made of sheet-iron bent into the shape of a parabola, seven inches across the open side. The form for bending this iron is made by outlining, on a piece of plank, the outside of the shade of an ordinary desk lamp. This shape is then cut out with a keyhole saw, and using this as a pattern, a number of other pieces are made. These parabolic-shaped pieces of wood are nailed in the trough of sheet-iron at such a distance apart that when a ceiling receptacle is screwed to the wood, there will be just enough room to put in a fifty-watt lamp.

It is well to put the lamps with their axes parallel to the axis of the trough, since this allows lower footlights. Each section contains four amber, two red and two blue lights. (White lights may be added). These lights are arranged as follows—amber, red, amber, blue, amber, red, amber, blue, etc. Since these sections are units in themselves, as many of them may be made up as is required. If the stage front is in the form of an arc the shadows are so broken that they hardly show at all.

#### SIDE LIGHTS

A somewhat larger trough is used for the side lights than for the "foots," one having an opening of twelve inches serves very well. It is not necessary to have very many lamps in the side lights, since they are not required to do much of the main lighting of the stage. One amber, one red, and one blue, in seventy-five-watt lamps are used, with one dimmer, so arranged that any single lamp can be dimmed, but not all at once; therefore it is necessary that only one color be burning at once if it is desired to dim the sides. If a dimmer is provided for each color, so much the more versatile the lighting. These troughs are hung

from the posts which support the stage and are about six feet above the floor.

### BORDER LIGHTS

If a box stage is used it will be necessary to use a set of border lights in the proscenium arch. They should be at the ceiling, placed as near as possible to the cords operating the curtains. The same style of troughs are used for these lights as is used for the footlights. They may be in shorter lengths to advantage, holding, perhaps, four lights—two amber, one red and one blue.

If a ceiling is not used, then these overhead lights, which are used to kill the shadows at the back of the stage, should be hung between the ceiling borders, about three-fourths back from the front of the stage. The same color scheme should be used—that is, amber, red, and blue, with a dimmer on each circuit.

### SPECIAL LIGHTS

Under this heading comes all lighting which is not of a permanent nature, such as spot lights; also such lights as are used for some particular play, or some part of a play in a single scene perhaps. Of course it would be better to have provision made so that such lights could be dimmed, but the color of the light can be secured by having colored slides to go before the lights. This is more satisfactory than the coloring of the lights themselves. The high temperature of the modern lamp burns the dye off many lamps about as fast as it is put on.

### SWITCHBOARD

The control of all lights should be centralized at one spot, and all dimming, cutting off of circuits, etc., should be from this switchboard. It is advisable to have the house lights also controlled from this spot, or as near it as possible.

It is manifestly impossible to give a drawing of a switchboard and circuits which will fit every case, since some communities have more facilities than others.

It must be remembered that the state law requires that in a public hall where money is taken for entrance, all wiring must be in conduit. Care should be taken that all the wiring of the switchboard and fixtures be done so that there will be no danger of fire. Electricity is not understood by many people. A situation may well arise which of itself is not dangerous, but if not handled correctly might lead to a

stampede. An arc from a short circuit can make a very spectacular blaze for a time. If put out promptly it might amount to little, but if not taken in time it might lead to a serious fire.

#### OTHER LIGHTING SYSTEMS

The lighting system described was adopted by The Carolina Playmakers as a working equipment, easily installed and operated, and giving adequate effects for realistic plays. Much more may be done without footlights with the artistic handling of special flood lights, movable clusters, indirect lights, etc.

Lighting has become an art in itself and marvelously beautiful effects may be gained. Those who wish a treatment of modern stage lighting are referred to Books on Dramatic Production in the Bibliography, those by Stratton, Mitchell and Pichel being specially recommended.

#### MAKE-UP

Make-up is one of the most fascinating arts connected with the theater. Although years of study and practice may be spent on it the rudiments may be learned in a short time. Those who are interested should study the coloring of good portraits—the tones which the artist uses for shadows, and the handling of lines. But more important still, he should study life, become observant of human faces, make mental notes of lines, beards, wrinkles, as they help to express the character of the man himself and the varied marks which his experiences and emotions have left upon his face. The artist will learn not to give smile wrinkles about the eyes of a man of mean disposition, nor give a light-hearted man the frown lines of one marred by worry and suffering.

Besides studying the faces of persons in real life who resemble the characters of the play, the artist must study the face of the actor he is making up. A make-up is not a mask which can change the entire face. It is merely the painting of the actor's natural face, and the original expression must be regarded. Frown lines, wrinkles, etc., should be placed as they would come naturally in the actor's face. For straight make-up the good points of a face must be brought out, and the defects covered up as well as possible. For instance, a girl with sallow skin must have this concealed under a coat of light flesh grease paint which will give her a delicate complexion and her blue eyes should be lined with blue to accentuate their color.

The object of make-up is to intensify expression so that it will be ef-

fective when seen from a distance, and to make the face appear natural under the stage lighting which changes the tones of the face and casts shadows. Make-ups should be put on before a bright light and then tried out before the footlights on the stage to see if they will carry to the rear of the audience. They should not be overdone, however. The make-ups may appear too strong to those in the front row, and too faint to those in the rear. A happy medium should be aimed at—one which will seem just right to those seated in the middle of the theater.

### MATERIALS

For a moderately large make-up box the following materials are necessary:

1. *Cold Cream*, bought cheaply at about 50c. for a half-pound can. Used to protect the skin and also to remove make-up.
2. *Cheese-cloth*, cut in squares, or clean, soft white cotton rags. Used to wipe off cold cream and make-up.
3. *Grease Paint*, sold in large sticks for about 30c., used for foundation tones. The most valuable colors are:

White  
Light Flesh Pink  
Natural or Juvenile  
Dark Sunburn  
Healthy Middle Age  
Sallow Old Age  
Olive  
Brown.

Light Flesh Pink with a little rouge, carmine or vermillion added, will make other darker shades, or it may be toned down with white. Dark Sunburn, put on very sparingly, or toned with flesh, may take the place of Light Sunburn. Special colors such as Chinese, Gypsy, Mulatto (or "Othello"), Indian, etc., may be needed. Such shades as Sallow Young Man, Robust Old Age, and the varying tones of Flesh and Juvenile are useful but not absolutely necessary for the small box. They may be easily mixed.

4. *Liners*, small sticks of grease paint in dark colors, sold for about 20c. apiece, used for making shadows and lines, for touching up the eyes, and for making high lights. The shades most used are:

Flesh (for high lights)  
Dark Gray  
Light Gray  
Dark Brown  
Dark Crimson  
Light Carmine  
Vermillion  
Yellow (for high lights)  
Medium Blue  
Blue-Green  
Black.

A mixture of dark gray and dark crimson in the best lining shade as it blends with the ground tone and makes a neutral shadow. Other tints may also be mixed. The blues are especially useful for lining the eyes in straight make-up.

5. *Powders*, sold in 50c. half-pound cans, keep the face from shining and blend the whole make-up. They come in various shades in half-pound boxes. The most used are:

White  
Natural Flesh  
Flesh Pink  
Deep Sunburn  
Healthy Middle Age  
Sallow Old Age

These powders form the base for many tones, obtained by mixing. Special shades may be required—Indian, Mulatto (or "Othello"), Olive, Chinese, etc.

6. *Dry Rouge*, sold in boxes at about 30c. Three shades are most used:

Brilliant (for blondes)  
Medium dark (for brunettes)  
Dark (for character make-ups).

7. *Lip Sticks* (Hess "Rubyline" for 25c. a metal tube is the best) in two shades, light and dark.

8. *Spirit Gum*, sold for about 35c. a bottle. Used to attach crape hair for beards, eyebrows, and mustaches.

9. *Crape Hair* is sold by the yard. The most useful shades are: dark brown, dark gray, medium gray, and light gray. Blond, black, and red may sometimes be needed.

10. *Stomps* are little pointed rolls of paper, invaluable for lining. These "Tortillion Stomps" may be ordered from any art firm. The Hirschberg Company, Baltimore, sells them for 8c. a dozen. Be sure to get the small size "tortillion" stumps, in paper. Leather ones are too large.

11. *Powder Puffs*. It is a good thing to keep those for each color separate.

12. *Rabbit's Feet* should be used for applying dry rouge.

13. *Nose Putty* for modeling noses, and

14. *Black Wax* for blocking out teeth for character work will sometimes be needed.

Some amateurs will prefer to line eyes with *Eyebrow Pencils*. Others may find it easier to do this work if the stick grease paint is melted over a candle in a little handled pan, bought for the purpose. If the eyelashes are to be beaded this pan is particularly useful. *Mascaro* in light brown, dark brown and black, is a harmless tint in cake form. It is applied to the eyebrows and lashes with a brush, after the cake is moistened. A good mirror and an apron are necessary for each artist.

Most of these materials may be bought at the drug store in any large town, or ordered from M. Stein Cosmetic Company, New York City, and the Hess Company, Rochester, New York.

## METHODS

The make-up should be applied before the final details of dressing are completed so as to avoid spoiling the costumes. Tie a length of cheese cloth about the shoulders to protect the clothes.

Cold cream is applied lavishly, then wiped off thoroughly, so as to leave the skin protected, not shiny.

For a straight make-up proceed as follows: First apply the foundation grease paint in a light coat, rubbing it in with the fingers to cover

all blemishes on the skin, and being sure that this "base" is smooth and even.

Next apply powder lavishly, spatting it on so that it will stick well. Remember that the powder is darker when it is on the grease paint. By experiment, blend and mix both powder and grease paint till you find the color best suited to the individual. Brush off all powder not adhering, using a puff or soft baby's brush.

The eyes are touched up next. First tint the eyebrows with a shade only slightly darker than the natural color or to correspond to the wig if one is used. Remember that the brows may be slightly changed in shape to bring out the characteristic expression desired. Broad level brows, or arched ones, may be achieved by drawing with the grease paint on the end of a stomp or with mascara on a brush. If necessary the natural eyebrows may be completely hidden by grease paint and the new ones painted on above or below.

The eyes are lined with color corresponding to that of the eyes. Begin with the lower lid, holding it steady with the finger on the upper lid, and rolling the eye up. Begin the line about half way from the nose and draw a fine line as near to the lash as possible, extending it about a quarter inch beyond the eye. Repeat for the upper lid. These lines may be blended slightly with the finger if they seem hard. Never paint a black line all around the eyes, in chorus girl fashion. This tends to make the eyes seem "burnt holes in a cloth." The use of the same color as the eye tends to make them seem larger and brings out their color. Especially is this true of blue eyes. A tiny spot of vermillion at the corner of each eye, next to the nose, adds to their brilliance.

The lips should be painted sparingly. Purse them gently and apply color to each curve of the Cupid's bow on the upper lip, and in the center of the lower lip. Blend this color to the corners of the mouth. Do not let the line of the lips seem hard. If the lower lip is too full it may be blocked out with flesh grease paint and painted in the desired shape. Or the lips may be enlarged, if too thin.

Cheek rouge is put on last and must be carefully applied with a rabbit's foot. Starting from the cheek bone just below the temple, blend gently outwards towards the nose and down slightly. If the face is too long, let the rouge be placed high and blended well towards the nose so the cheeks may be broadened. If too broad, bring the rouge lower. But be careful not to have the rouge placed low toward the front or a sagging appearance will result.

If the color seems too bright, apply more powder, and then blend over the entire face with the rabbit's foot and a small amount of rouge,

giving the eyelids, forehead, and chin an even, slight, rosy tint. This blending prevents the effect of red and white in glaring contrast. The colors of grease paint and rouge must be darker, of course, for young men than for young women, but the method is the same. Each step in these directions has its special reason for being done in the order suggested. If the eyes are touched up before powdering, the lines will be covered. If dry rouge is applied over grease paint without powder it will stick and cannot be blended. Learn to do everything in its proper order and thus save time and secure satisfactory results.

When the stage light is not strong and many make-ups must be done, it is simpler to leave off the grease paint and proceed directly from the dry powder foundation.

TOPIC 31  
TRY THESE

A Number of Interesting Things  
To Do—Try Them!



## TOPIC 31

### TRY THESE

There is always an interest in interesting things to do. The teacher-leader is constantly on the lookout for something new and unique. This Topic is presented as a suggestion for the teacher-leader to—Try This—When you know of anything new, odd, unique, interesting, valuable, and so on and on, pass it on to the next teacher and let the idea be used. Have it workable and proved of interest. Pass on to others the things you are doing.

#### **Try This—Substitute for a Line of March**

Most schools have a “line of march” for school procedure in changing from room to room, going to and from recess, and in and out the building. There are times when marching is necessary. But try this—impress on the students the fact that the building is their “office building” and that they are to walk in and out as business men and women do when going about their work. It will be found that the pupils like this plan better than the rigid forms of military procedure for every exchange.

#### **Try This—A News Letter**

In order to keep parents interested and posted in what is going on send them a News Letter. Have the students share in editing it. There may be a regular time for editions or issues may appear when needed. The sample printed below is from a News Letter sent by the Pike Consolidated School, Pike Road, Alabama.

#### **News Letter No. 3**

September 14, 1923.

##### **To the Patrons:**

Special attention is called to the first meeting of the Parent-Teachers Association, Monday, September 17, at 3:30 P. M. There is some very vital business to be transacted at this first meeting. We need you—the father and mother of every child attending school. You can help us and your child by giving one hour in a month to the most important business that you have. We might also be able to help you solve some of your problems. We want fifty (50) fathers and mothers here, and will be glad to welcome as many more. No one should criticize a thing of which he knows little, so before you pass judgment on the school be certain and come and see what we are doing.

We are all proud of the wonderful showing made by the parents of the Pike Road district at the County Parent-Teachers Meeting, held at the Cloverdale School of this week.

Remember the date Monday, September 17th.

It is indeed gratifying to note the large attendance the opening week of the school. The enrollment is the largest for this period of the year that there is record of. As you received no notice concerning a formal opening of the school, perhaps some explanation is necessary. At the Montgomery County Principals' Meeting, held on August 27, it was decided by the County Superintendent and the principals of the county, that there would be no formal opening this year. It was thought best to have a change from the old routine formal opening. However, we were glad to have those who came on the opening day.

### Try This—On Time

Start all exercises, meetings, conferences, and the like, ON TIME. It is interesting to go from community to community and note the community habit about time. When a program is announced for eight o'clock it means eight o'clock and not eight-thirty. When school is to begin at nine it does not mean nine-ten. A community will soon fall into a recognition that things will start on time and be on hand for all occasions ON TIME.

### Try This—Impromptu Debating

This paragraph is a suggestion for impromptu debating as a substitute for formal debate. A list of topics of current interest are given the pupils. Each pupil prepares a discussion of those topics. At the contest or an hour before give each pupil one of the topics. He is then to speak extemporaneously about the topic. When he has finished his constructive speech he may be called upon to answer questions concerning the topic. The awards are made by the judges on the basis of a good constructive speech, intelligent answers to the questions, a knowledge of the subject, and presentation. The form of debating may be used in intramural contests or in interscholastic contests. This has many good points of the debate but does not place a pupil arbitrarily on one side of a question before he has investigated that question.

### Try This—An English Project

Let the pupils arrange a historical pageant as an English project. Try to have the theme and the event of local nature. Have the pupils produce the pageant as a dramatic project. The art students may paint the scenery and select the settings. The manual-arts students can make the scenery frames and do other necessary work in their line. A real piece of project teaching may be accomplished.

### Try This—Use of the Assembly

In a small school where there is no organization under a home-room plan, questions of school policy may be discussed profitably at an Assembly program. The proper treatment of rival teams, student



*Top*—Old class room converted into an infirmary. This is used as a first-aid room, rest room, for teachers and pupils who are sick, and an examining room. Burlington High School, N. C.

*By permission of North Carolina Teacher, Vol. 1, No. 4.*

*Bottom*—This boy's father gave him the tools, and he made the tool cabinet, the work-bench, the anvil, and the brooder-coop. A part of extra-curricular activities in a rural school.

*By permission of North Carolina Teacher, Vol. 2, No. 3.*

participation in school government, how to help in the community clean-up campaign, what may be done at the Assembly meetings, and so on, all offer good topics for student leadership discussions.

### Try This—Loose-Leaf Handbook

A few high schools wished to edit a handbook but found there were financial difficulties. They could edit for one year but other times there were problems. A plan of a loose-leaf handbook was devised. The pages were carefully prepared with a few years ahead in view. The handbook for one year was used again the next and where changes were needed they were added to the book by the loose-leaf arrangement.

### Try This—A Unique Assembly Program

The following will make an interesting rainy day assembly program: The symposium—All members of the high school take part. Ten questions testing general information on current events are made out. The names of all pupils are put in a hat. Ten pupils are chosen for captains. Each captain draws a name from the hat until all are drawn. There are then ten groups of pupils, each with a captain. The questions are written on slips of paper numbered from one to ten. The captain of each group draws a question which the group tries to answer in three minutes. When the time is up a bell is rung, and the captain of each group runs to the next group with his question. This continues until all questions have been carried to the different groups. The group which answers the highest number of questions is given a basket of fruit or a box of candy.

### Try This—Funds

From time to time, in order to carry on some project, funds will be needed. It is not wise to solicit or collect funds in every activity. Do not have the community feel that every time they see certain pupils they will be called on for funds. Rather, let the school plan ways and means of obtaining funds through community channels. The community at large will not hesitate to give when it feels that in return it is doing good, having a good time, and enjoying fellowship. It is generally better to raise funds by community affairs rather than by individual subscriptions. A few suggested methods are here given:

1. Festivals—Holiday celebrations—such as May day. Have program and charge small fee. Valentine party, Armistice Day.
2. Parties—Children's parties, lawn parties, silver tea, indoor parties and receptions.
3. Concerts—Local talent, musical concerts, band concerts, old fiddlers' convention, victrola concerts and the like.

4. Feeds—Box suppers, chicken stews, pie dinners, cake sales, oyster suppers, sandwich sales, candy sales.

5. Community Affairs—Community Christmas tree, community athletic field day, community picnic, community fair, community circus.

6. Miscellaneous—Debates, plays, pageants, sings, school exhibits, spelling bees, popular girl contests, story hours and games, library night, illustrated lecture, moving pictures, rummage sales, carnivals, and a circus.

The community may have many other original ideas and methods.

### Try This—A School Circus—The Penny Circus

*Organization:* Have a general leader and one committee consisting of five people. One will have charge of the big show, one the side shows, another decorations, another finances, and one for refreshments.

*Charges:* Charge five pennies general admission. This will allow the person entrance into the school building and also includes the admission to the big show. Everything else is extra. Charge one penny for admission to each side show. Have two people at the main entrance to collect pennies. Have one person at each side show entrance. After the show closes have all the people collecting gather at one place and pool the money. Having no expenses, the amount collected will be surprising.

*Decorations:* Use any available material. Do not go to the expense of buying anything. Gather bunting, flags, colors, pennants, and other materials from the homes and stores of the community. It is best not to use any set form for decorating. Have a regular conglomeration of color and hanging. This will add to the circus idea.

*Refreshments:* Have some members of the parent-teacher association go to the different stores in the community and ask for contributions in the way of candy, cakes, chewing gum, crackers, peanuts, pop-corn, lemons, sugar, paper cups, fruit, and anything else that may be sold in this way. Try not to buy anything. Ask some of the homes for cakes and candies. Sell everything cheap—candy at a penny a stick or piece, red lemonade two pennies a cup, cake (in small slices) two pennies a slice. It is suggested not to charge over two pennies for anything to eat.

Have some of the older girls dress as waitresses and sell things. Find a place somewhere for a few tables to be put together for use as a serving counter.

*Costumes:* Do not allow the costumes to cost anything. Make up from things that one already possesses. It will be interesting to note all the dressing material that may be accumulated from the old trunks of the community.

*Some General Hints:* Begin on time. Do not let people in until the set time. Have the building well lighted. Use sheets for tents and covering. Collect these from the homes of the children. Do not use pins in putting them together. Sew them. Close at the stated time. Do not run too long. Watch out for pushing.

### THE CIRCUS PROPER

The circus proper is divided into two parts—the big show and the side shows.

When the set time for opening comes, have all the side shows going. It will be necessary to have "Callers" for these shows. Have some of the older boys dress as regular show men and stand in front of the different side shows to call the attention of the crowds to the show. Urge them to come in. Have them all calling at the same time. Make this as competitive as possible.

At a stated time, say fifteen minutes after opening, have the callers close the side shows and call attention to the big show. Hold the big show in the school auditorium. Have the side shows in the classrooms. After all the people are seated in the auditorium, let the big show begin with a regular circus parade through the halls and across the stage. Head the parade with a clown band.

*Contents of the Big Show:* The big show will consist, say, of ten acts about two minutes each of regular vaudeville style. The clown band may play a selection. This band consists of clowns with tin pans, sticks, hair-combs, etc., as musical instruments. Play a few rag time selections and have a fantastic leader. Have a group of the older girls sing a song in chorus style. One person can give a fancy dance. Have a few gymnastic stunts. Use the trained elephants, two boys fixed as an elephant and under direction of a leader do stunts. A good quartet will add to the interest. If possible, let one of the students or faculty members perform some tricks.

Some good practical jokes will produce a laugh. Make them fit local conditions and people. Allow only good jokes. Think of other ideas for the big show, and use local talent that gives something interesting.

As soon as the big show is over let the side shows re-open. Have everything going in full swing. Let the clowns mingle with the people and play. Have refreshments for sale. Have the callers on the job at the side shows.

*The Side Shows:* This is the one feature that will add most for the success of the circus. A few illustrations are given.

*Illustrations:* A Paradise on Earth. Make a large pair of dice out of cardboard and place on some dirt. Have sheets drawn across so that no one may see. When a crowd gathers, pull the curtain.

*The Fat Woman:* Have a student stuffed with pillows and the like. Make as large a person as is possible.

*The Bridal Show:* Have an old horse bridle hanging on the wall. At a stated time pull the curtain and have the people see the bridal show.

*The Wax Doll:* Have one of the prettiest students dress like a doll and stand in still position when the curtain is drawn.

*The Hairy Man:* Unravel a rope and put it on some boy. Get a long wig. Make him look as ferocious and wild as possible.

*A Peep at the Stars:* On the blackboard tack a number of pictures of movie stars. When the crowd gathers tell them about the real stars and what they are going to see, then draw the curtain and have them see the movie stars.

*The Skeleton Man:* Have the tallest boy to conduct this act. Dress in a tight fitting black garment and in white draw the outline of a human body. This will take well.

*A Scene in China:* Have a china plate on a chair.

There are a number of these that one may think out. Try some new ones.

*Extra Events:* A Fish Pond. Hang some sheets across one corner of a room. Have some fishing poles. Charge a penny a fish. By contributions purchase little things to put on the hook. From time to time put a gift that is worth while.

*A Cake Raffle:* Make a cake of cornbread and white icing. Sell chances. At stated time draw for the winner.

*A Ring Board:* Get a large board and stick nails in it, having the points upward. Cut out of stiff cardboard some rings. Charge a penny a throw or six throws for five pennies. Have a prize of some kind on every nail.

*Fortune Telling:* Have some girls to be gipsy fortune tellers. Let them make tents of sheets and charge two pennies a fortune.

*A Diamond Ring Raffle:* Purchase a ten cent imitation diamond ring. Sell chances at a penny a chance. At stated time draw for the winner.

One may think of other things to do along this line.

Original ideas will add a great deal to the success of the circus.

### Try This—A Clipping Bureau

In connection with the school library a clipping bureau should be operated by the school. It will be a good plan to allow the pupils to conduct this. Select a group that will assume responsibility for the

work. It will be a valuable service in gathering proper information on all subjects. The club can subscribe to a few of the outstanding magazines in its field of interest and much can be obtained from local, county, and state papers. Every effort in organizing this work will bring forth bountiful results.

### Try This—A few General Hints on Teaching a Game

1. The supervisor or teacher should be familiar with the game before giving it to children.
2. The best instruction is by imitation—show the children how to play the game and then have them play.
3. Where possible develop imagination by applying imaginary play to the game.
4. Make instructions as simple and explicit as you can, remembering always that it is difficult to carry out large and numerous explanations.
5. Be careful about weather conditions and condition of ground—always play in the full out-of-doors where fresh air is abundant.
6. Don't weary the children by constant repetition. If at first they do not catch the spirit of the game after trying it a few times take up some other game.
7. Between games always give deep breathing exercises. Encourage deep breathing and chest expansion.
8. Try to have every child enter the games.
9. Remember that the spirit the supervisor or teacher puts into the games is the largest factor in their success.
10. Use originality and work out variations to the games—it will add interest.
11. Many of the games given may be played indoors during rainy weather or indoor class recess periods.

### Try This—Athletic Badge Tests

The Playground and Recreation Association of America have revised the Athletic Badge Tests for Boys and Girls. This test is not for the Athlete nor the Unusual Boy or Girl but a test for the Average, Normal Boy and Girl in the Community. That is the interesting part about it. It is a test that every normal boy and girl should stand and pass. Every community should have the test and never stop until every boy and girl in the community obtains a badge. The rules and regulations are not severe and the expense is not large. The badges may be obtained for a small sum and with them come the rules and regulations of the contest. Try this in your school or your community.

We should be vitally interested in the masses of boys and girls and this is one splendid way to give them an opportunity to win and to develop.

Write to "The Playground and Recreation Association of America." Tell them to send you the rules and regulations regarding the test and prices for badges. Then raise the money and start the test. Do not stop until every boy and girl wears a badge. This should mean physical development for any community.

### **Try This—Publicity Hints**

Publicity is one of the most important phases of community life. We cannot always assume that everybody in the community knows about everything. Note some of the ways to make publicity effective. Study the plans suggested and work out one that will be most effective for the local situation.

(a) The newspaper is a splendid medium. Any newspaper of the state, county or local community will be pleased to give full space for aiding the school.

(b) Have pupils at school write letters about the affair and carry them to their homes. Having the interest of the pupil is a big step forward.

(c) Attractive posters offer one of the best means of advertising the time, place, the purpose, and the general program. In every community there will be found local talent to assist in such publicity work, thus utilizing new sources of interest from the start. Place the posters in conspicuous and logical places such as post office, depot, drug stores, general stores, and school house.

(d) The churches may help. While the church may not always make a practice of announcing community and school gatherings it should be interested in this closely related agency and can help much in this way.

(e) A well planned series of telephone calls will be effective. Divide the community telephones among the members of the initial group. Call the people of the community and tell them about the meeting. Be sure to mention time and place and urge them to call some one else.

(f) Conversation with members of the community wherever met, on the street, elsewhere or on special calls will prove a good way of spreading the desired information.

(g) Hand-bills scattered with some direction, the sandwich man, bell ringers, some fantastic costume method, and many others are effective.

### **Try This—A Medicine Chest**

Have a medicine chest in the school. This is important. One can be made up in the community containing all the necessities for first aid. The Junior Red Cross can help in this plan. The Red Cross sells packages of various sizes and content. It will be well worth while investing in some kind of medicine chest equipment and study the simple arts of first aid.

### **Try This—Dramatization**

When a lesson seems difficult try the plan of making the student understand through dramatization. Do not plan this before hand.

Let it be a direct outgrowth of classroom procedure. There are always some things which are difficult for the pupil to grasp. No matter what subject it is in try the plan of dramatization. Act out the discovery, the event, the phrase, the theorem, the travel, and so on.

### Try This—Play Week in the Community

It will be interesting to have a Play Week in the Community. When the teacher has aroused interest in the play movement the demand to play will be too great for one person's attention. It will be necessary to have community leaders as well. Have the community join in a Play Week. Get all the forces of community development to work and make it a *Community* affair. The purpose is not to have anything elaborate nor spectacular but a sure and full development and sympathy for the play movement. The program may be varied. There is a wide field for choice and the following program is merely suggestive. It is certain that the Play Week idea is a good one and has been carried out successfully in many communities.

As to the time for the week, that will be left for the community.

Have the affair well organized. Work the organization by committees. Such committees as: Committee on Arrangements; Committee on Program; Committee on Decorations; Committee on Speakers; and many others that the occasion may demand.

Be sure to advertise the Week in advance and use all the ways known to the community for this purpose.

The following is a suggested Play Week Program:

#### *Monday. School Day.*

Morning: Program in School.

Play periods by different Grades on Playground.

Afternoon: School Grades to give exhibition drills and dances on Playground.

Night: Program at the School House—School Play.

#### *Tuesday. Music Day*

Morning: General Singing Period in School.

Afternoon: Singing Games and Dances and Drills on Playground.

Night: Community Sing.

#### *Wednesday. Home Play Day.*

Every family will agree to be at home and play together in afternoon and night.

A real home period. All members of each family at home and playing. There is no way to judge the value of such a day.

#### *Thursday. Community Day.*

General Holiday in the Community.

Picnic Dinner on the Playground.

Athletic Events.

Speaking.

*Friday. Club Day.*

Morning: Stress Value of Good Clubs to Boys and Girls.  
Study all the agencies aiding the community.

Afternoon: Club gatherings at the School House.  
Program and Reception.

Night: Individual Meeting of the Various Clubs.

*Saturday. Know Games Day.*

Have groups assemble and teach games. Develop leadership.

*Sunday. Have special program and service in all churches and Sunday Schools stressing values of Play.***Try This—Beards**

Especially with very young actors, beards are invaluable, for they cover up the part of the face which most clearly expresses the youth of the player. Beards are very plastic as make-up material and wonderful changes may be accomplished with them. But they must be life-like. Crape hair must be used, never a ready-made beard.

Crape hair comes in long braided strands. The strings wrapping it should be cut and the hair fluffed out into a sort of mat. If prepared the night before, the hair may be moistened and stretched so that the kink will disappear entirely. When fluffed out the hair may be cut in the shape desired, by laying it against the face and estimating the amount needed.

Spirit gum is used to stick the hair to the face. Apply it to the face after all the make-up has been done. If there is danger of the mustache or beard falling off in some active scenes, do not apply grease to the face where the beard is to go. But if the spirit gum is painted on and then allowed to dry slightly, the hair will stick sufficiently over the paint foundation, and it may easily be removed. In fact, it may be used for subsequent performances.

Short stubby beards are most easily made with hair fluffed into a mat. Stick on as much hair as convenient and then trim with the scissors. Long beards and the trimmed beards for Shakespearean characters are more difficult to manage. They should usually be formed in three parts, pulled together with the fingers. Shaped pieces for each cheek are cut long enough to be attached well under the chin line. The top line must conform to the curve of the natural hair on the cheek. The chinpiece is made with a cup-shaped hollow at the cut ends of the hair, into this the beard fits. Always try to have the strands of hair pointing in the same direction as the natural beard, downwards.

Study of portrait methods and observation of human faces will do much to aid the amateur. Those desiring a more complete treatment

of this subject are referred to the excellent chapter on Make-Up in Mitchell's *Shakespeare for Community Players*, probably the best work available. Cavendish Morton's *The Art of Theatrical Make-up* gives pictures and instructions which will be useful to advanced amateurs who wish to experiment with difficult effects secured with nose putty, crape hair, etc.

Wigs may be rented or purchased from numerous houses. Among them are: Oscar Berner, New York City, and Miller, Costumer, Philadelphia.

#### Try This—Novel Commencement Suggestions

There is no reason for the commencement program to be the "same old thing"—a few songs, a few speeches, and then the presentation of diplomas. Why not introduce some new feature into the exercises?

Novelties are more for the class night, but commencement night may be incorporated into class night.

A few novel features of class night are:

A *class paper* written in the form of a newspaper with each one in the class responsible for a certain department. Poetry, editorials, current events should all have a place, and this plan would give opportunity for the salutatory and valedictory.

A *class play* including all members of the class as they will be in the future. This furnishes opportunity for speeches, songs, and any other novelties the class may have.

*Class minstrels* carried through in a proper way will be entertaining and enjoyable.

A *class funeral* is probably the most unusual and the most enjoyable of all novelties. The best description and details of this plan are given in *The Commencement Manual*, by Edith Painton, which is listed in the bibliography. Miss Painton gives many more features than have been listed here with a detailed description of several.

It is an easy matter to introduce unusual stunts when books giving full descriptions can be obtained, and it would add zest to the commencement exercises if this were done. Graduating time should be a community social affair and an effort should be made to make it as interesting and enjoyable as possible.

#### Try This—For Care of Equipment on the Playground

1. A little paint adds a great deal to the looks of the equipment. It is suggested that dark green, brown or gray be used. These colors blend with the out-of-doors.

2. If the funds are available, purchase standard equipment generally made of galvanized-iron piping.
3. When general interest is aroused it will not be hard to obtain equipment.
4. Create a pride in the children to care for the equipment and to be always on guard against its misuse.
5. Remember—it is not the equipment of the playground that means success—it is the proper use of the equipment that brings the best results.
6. Have some rules for the use of the equipment and some form of penalty for the misuse of it.
7. Always inspect the equipment from day to day, thus avoiding accidents that might occur from neglect.
8. While having some rules and regulations about the playground and use of play equipment, allow the children to use their own initiative and imagination in the development of the play instinct.

### **Try This—Excursions**

All about us, many times, is interesting material for study. Local history, places of interest, unusual inhabitants, historical places, forms of industry, art exhibits, zoological collections, botanical gardens, statues, enterprises, agencies and community institutions, forms of government in action, and other sources offer opportunities for excursions. The excursion idea has many interesting phases to it. The group is together, the trip is fascinating, and the material instructive.

It can be correlated with almost any subject, especially History, Geography, Civics, Economics, Domestic Science, Music, Art, and Manual Training. There are all types of opportunity to make new contacts for the school and at the same time "get across" the message that is hard to do in a more effective way.

### **Try This—A School Memorial**

Have each senior class leave some contribution to the library. Each year let the class make some suggestion as to what it shall be and have the project of vital interest to their own lives and the good of the community. This has been tried in a number of places with good results. The class generally edits the volume, prints it, and binds it. Faculty supervision is needed to see that the contents are accurate and in proper form. There are wholesome projects to be worked out from a suggestion of this kind.

### Try This—Music

Music is always a welcomed asset to school activities. Send for a little leaflet published by the Playground and Recreation Association of America, 315 Fourth Avenue, New York City—title Inexpensive Publications on Community Music. It contains bibliography on Community Music, Handbook, Community Music Song Sheets, Choral Music, Church Music, Community Singing, Christmas and Easter Music, Local Music Organization, Music Memory Contest Material, Orchestra-Band Material, Special Music Programs, Ukulele Lessons, and many Miscellaneous Suggestions.

### Try This—The Boys Build Their Own Gymnasium \*

The boys in a small high school in a North Carolina town of five hundred inhabitants recently built their own gymnasium. It is fifty by seventy feet, the floor being entirely clear of obstruction. It cost eight hundred dollars.

All of the work was done by the students and one of the teachers. The teacher interested was also the school coach. Most of the work was done after school hours and on Saturdays. But perhaps a score of classes were dismissed or held only for the girls. The girls assisted by collecting eighty-five dollars from the merchants of the town, as subscriptions. They organized box parties and plays to aid in financing the building. About four hundred dollars was borrowed from the bank until receipts from games and entertainments had netted the amount.

The construction was as follows: Brick piers one foot high were built eight feet apart for the outside foundations, and two rows of them were run the length of the building. Six by eight sills were placed on the piers so that from a bird's-eye view the impression of a Roman  $\text{III}$  was given. Two by twelve joist eighteen feet long were placed on these sills, and a coping of two by six was run on the top of these. The outside wall was made by nailing sixteen-foot boards on vertical from the coping to the sills. This left cracks between the boards which had no conceivable advantage, unless for ventilation. The "scissors" rafters were constructed of two by six and then raised to their places by means of a block and tackle on the end of a telephone pole. This process involves considerable danger unless carefully supervised, as the rafters weigh about one thousand pounds each. They should be about fifty-two feet across so as to provide eaves. If dry lumber is used for these rafters the work will be much

\* Project worked out by the boys of the Ellebe, North Carolina, High School. Teacher in charge was Mr. L. R. Sides, now Supt. of Chapel Hill School, N. C.

more satisfactory, as the weight will be less, the nails will hold better, and the rafters sagless. The rafters must go directly over the six by eight uprights and double braces, about eight feet long, must be nailed between the uprights and the rafters before tension is released from the block and tackle. Also permanent braces should be run from one rafter to the next. For this purpose a temporary movable tower was built. The roof was made by using one by three slats on which galvanized iron roofing was placed. The floor should be of one and one-half inch, well seasoned lumber. Two large windows should be provided at each end and four on each side of the building. These must all be slatted for protection. Care should be taken that the doors are not placed under a goal.

The building has proved a splendid asset for roller skating, games, and basketball contests. It has proven of special benefit on rainy days.

This project is presented as a suggestion. There are many other projects that may be of advantage in promoting student activity and interest.

#### Try This—Victor Records for Marching Use

Stars and Stripes, No. 16777, No. 18092, No. 35389, No. 35709.

Sousa Medley, No. 17921.

Keeping Step, No. 18929

Spirit of Peace, No. 35472.

Under Double Eagle, No. 19064.

Varsity March, No. 17672.

On Wisconsin, No. 17781.

High School Cadets, No. 19064, No. 35208.

Spirit of Independence, No. 18559.

National Emblem, No. 17957, No. 18498.

And these two books may be helpful:

1. Superior March Album for Schools—(piano). Published by M. Witmark & Sons, New York City. Price, \$1.00. Contains ten marches. These marches are also published in sheet form.

2. Twenty Marches for Use in Schools—Surette & Davison. Published by Schirmer Music Company.

## PART VIII

### SOME AGENCIES SUPPLEMENTING ACTIVITIES

- TOPIC 32: The Junior Red Cross
- TOPIC 33: The Boy Scouts of America
- TOPIC 34: The Girl Scouts
- TOPIC 35: The Camp Fire Girls
- TOPIC 36: The Girl Reserves
- TOPIC 37: The Hi-Y Clubs
- TOPIC 38: The National Safety Council
- TOPIC 39: The Playground and Recreation Association of America
- TOPIC 40: The National Tuberculosis Association.

## NOTE

There are a large number of agencies, national and international in scope, supplementing the activities of high school life. Their interests and programs are definitely related to the aims of secondary education in building character and training for citizenship. Some of these agencies were asked to contribute material to this book. Every effort was met with enthusiasm and co-operation.

It is to be hoped that the teacher-leader may find avenues of approach to the organizations of choice in interest. A study of the presentations in this Part will give one a clear and definite idea of the activities sponsored. Careful note should be taken of local conditions before making a choice.

None of the agencies would require a rigid program of blanket form. They exist to foster the best for adolescent boys and girls. They would desire to aid the school in promoting local programs and extending their influences for the greatest good.

## TOPIC 32

### THE AMERICAN JUNIOR RED CROSS

Utilizing School Work for Service Through the Junior Red Cross

Definition of Aims

Some Special Projects

Organization and Administration

Illustrations

## TOPIC 32

### UTILIZING SCHOOL WORK FOR SERVICE, THROUGH THE JUNIOR RED CROSS

The Junior Red Cross is an organization of pupils of elementary and secondary schools in 42 countries. In the United States there are approximately 5,200,000 members and 150,000 teachers co-operating in the program.

#### DEFINITION OF AIM

The outstanding aim of the organization is to develop the spirit of service and an attitude of world friendship among young people throughout the world.

The Junior Red Cross service organization gives a chance to utilize school work and school activities for service purposes. There is opportunity for all subjects and interests.

History, science, civics, English, modern foreign language, hand-work, drawing, and other study is used to promote world understanding and friendship through the preparation of letters and illustrative material interpreting our schools and country, to be sent to pupils of other lands. Correspondence from pupils of other lands, similarly interpreting their lives, supplement textbook material and give a sense of personal acquaintance and interest.

The *Junior Red Cross News* and *High School Service* publish material received through international correspondence and from other sources, thus giving all enrolled schools the benefit of much more than they receive through their own correspondence alone. Reports of service activities among pupils of our country and other countries not only stimulate to new ideas for service, but give a sense of membership in a great worldwide organization. This and other material is suitable to be used in the classroom and is interesting for voluntary reading outside the class. Materials from Junior Red Cross magazines of approximately 20 countries are also made available for modern language classes.

#### SOME TYPICAL PROJECTS

Entertainments prepared for assembly and for music, literary, or dramatic groups are repeated as entertainments in hospitals, in old people's homes, or children's institutions.

Civics study is applied in service, through participation in patriotic or community celebrations, help in clean-up campaigns, assistance with programs in foreign quarters.

Thrift activities are used to develop ideals of the service values of work and of money received for service. Money donated to the Service Fund maintained by Junior Red Cross auxiliaries must be earned through service or saved through sacrifice, as well as spent in service for the community, the nation and the world.

First Aid, Life Saving, Home Hygiene and Care of the Sick are studied in order to render service in times of need. Health activities are carried on in order to be more "fit for service." Health posters and health plays are used as means of spreading the good news of health.

Each year thousands of boxes of Christmas gifts are packed for children of other countries who would not receive Christmas gifts.

Christmas stockings are filled for disabled veterans throughout the United States.

Manual training, woodwork, shop, sewing, cooking, and other studies are used for service, through making writing-boards, bed tables, lamp stands, magazine and book racks, laundry bags, neckties, candy, jelly, jam, and other comforts or treats for hospital patients. Layettes and rompers, and remade garments are prepared for use in disasters or in parts of Europe where children are in need.

#### ORGANIZATION AND ADMINISTRATION

The general organization of the Junior Red Cross is flexible enough to fit local situations of any character. Usually, though not necessarily so, this organization operates in an entire system of city or county schools.

There is a committee of adults called the school committee, made up jointly of school people and citizens of the community who are familiar with, and sympathetic with, both educational aims and the ideals of the Red Cross. The work is frequently directed by a Junior Red Cross Chairman, or Executive Secretary, who takes charge of details, saving the time of school officials and teachers. The administration within each school is, of course, under the direct oversight of the school officials concerned.

There is also usually a Junior Red Cross council composed of pupil members. If there is a town or city council, as is frequently the case, there are representatives from all the enrolled schools. In these council meetings the pupils pass upon suggestions made to them concerning

services, carry back messages to their schools, and bring reports of what has been done in their schools.

For the sake of broader usefulness, there is usually a Junior Red Cross Service Fund made up of contributions earned by members through performance of service or by personal sacrifice. The funds may not be spent without the approval of the Red Cross Chapter which acts upon the advice of the school committee. Officials in each school and the pupils themselves have an important voice in deciding how the funds shall be expended. Through the maintenance of such a service fund pupils in all enrolled schools are enabled to participate in national and international service enterprises.

Literature telling how to enroll a school and enlist in the local service activities and international phases of the work will be sent free upon request. Address the *American National Red Cross, National Headquarters, Washington, D. C.*

The following examples are taken from actual reports of work done in schools in widely separated parts of the country and vary from the smaller Union High School to the complexities of a large city system.

FROM A REPORT OF THE UNION HIGH SCHOOL, LIVERMORE,  
CALIFORNIA, 1924-25

The first year English classes exchanged international school correspondence with Hawaii, Brazil, Roumania, Sweden, Scotland, and Latvia.

The third and fourth year classes exchanged correspondence with Switzerland, and the Philippines.

Home service included sending Christmas boxes to Guam, jelly to the local poor, flowers and letters to students and teachers who were ill, making boxes of toys and dolls for children in a sanitarium, sending games, picture puzzles, and materials for handwork to help patients entertain themselves.

FROM OAKLAND, CALIFORNIA

The Vocational High School students took as their program of service two lines of work during the year. The boys in the shops turned over the money from job orders amounting to \$65.12 as a cash contribution to the welfare work. The girls in the sewing and millinery classes remade garments and hats amounting in number and value as follows:

80 garments .....	\$175.00
113 hats .....	145.00
	\$320.00

This is a low estimate. All of these were turned into the Junior Red Cross shop and sold there, the proceeds going into the Shop Fund. This comprises one of the finest thrift projects carried on in the city, and adds the training in service which is invaluable in character education.

The three senior high schools continued the care of their respective day nurseries. Technical High School, through its Social Service Club, gave assistance to the Clawson Day Nursery in many ways.

## SOME AGENCIES

One of the exhibits made by the Oakland Public Schools at the Health Exposition in November was a model nursery. The decorative work furnished class projects for students at Technical High School. This brought into active co-operation the art, home economics, science, manual training, and English Departments working through the Social Service Club. This model nursery was in actual operation during the exposition. A matron, assisted by girls from the junior high schools where the nurseries are located, and from the high schools sponsoring the nurseries took care of over 500 children.

After the exposition was closed, the furnishings were taken to Clawson for use there.

The biggest contribution for the year was material for a fine new screened-in play porch which was begun near the close of the year. It will be completed during the new school year.

Oakland High School, assisted by the Daughters of the American Revolution, completely redecorated the interior of the Garfield Day Nursery. This was a big undertaking, as the building is large and was sadly in need of redoing. This work called for much careful planning and was the source of many worthwhile projects.

Fremont High School through its art department completely redecorated the Lazear Day Nursery. Here again much of educational value was given those participating, and real joy in the service rendered warmed the hearts of many boys and girls.

In all of these high schools, money for the necessary supplemental salary of the nursery matrons, as well as for extended equipment and supplies, was earned through group activities.

## FROM A REPORT OF ATLANTA, GA., 1924-1925

Each high school has a special project for the year. A few, listed below, give an idea of the range of service.

Making bandages for a particular hospital, equipping playground for a children's home, sewing for city institutions, making work benches for the children's playroom in a sanitarium, adopting individuals in city institutions for personal gifts of cheer and friendship, furnishing orchestras and plays when needed, establishing a library in a sanitarium.

## CHICAGO HIGH SCHOOLS—JANUARY-MAY, 1925

Every veterans' hospital in our territory has been supplied regularly with favors, joke books, candies, cookies, jams and jellies, bedside vases, and holiday remembrances. We always speak of these as "Gloom Chasers."

150 garments have been made for the Chapter clothing cupboards.

800 certificates in Home Hygiene and Care of the Sick were issued in June.

2,500 Junior First Aid and 1,000 Junior Life Saving Certificates were issued as a result of the semester's work.

Portfolios have been received from Honolulu, France, Belgium, Poland, and a Montana Indian School.

A Junior Red Cross radio program along international lines has been broadcasted each month through the courtesy of the Chicago *Daily News*.

Radio sets in hospitals were repaired.

82,919 armbands were distributed to 148 schools to help in Clean-up Week.

Exhibits, talks, plays, story hours, etc., were given.

—The American Junior Red Cross, Washington, D. C.

\*

TOPIC 33

THE BOY SCOUTS OF AMERICA

How the Schools and the Boy Scout Movement May Work  
Together to their Mutual Advantage  
Helps for the "Beginning Troop"  
Ways in Which the Boy Scouts may help the School  
Books for Local Council Office Library  
Personal Books for Scout Executives



## TOPIC 33

### HOW THE SCHOOLS AND THE BOY SCOUT MOVEMENT MAY WORK TOGETHER TO THEIR MUTUAL ADVANTAGE

It is agreed that it is not practicable to recruit scoutmasters and boy leaders in any large numbers from the ranks of the school profession, but that the school superintendents and principals may give aid in mobilizing troop committees and securing scout leaders among the citizens of the school communities. No attempt should be made to lay an extra burden upon the school officials.

We should also cite a caution against making Scouting a part of the classroom curriculum, which would devitalize the appeal of Scouting to the boy.

The schools may help the Scouting program in local communities in the following ways:

1. They may permit the use of the school property for troop meetings and for training courses for scoutmasters and other purposes in connection with the local council and local troops.

2. The schools may co-operate in stimulating boys' interest in scout troops of the community.

3. School men may serve on the local council and may stimulate the interest of Parent-Teachers' Associations in sponsoring scout troops and in putting up scout notices.

School men may also assist in training courses for scoutmasters as instructors.

4. School men may assist the scouts in moral and civic training by giving the scouts definite responsibilities in connection with Safety Patrols, Fire Dismissals, Flag Raisings, Maintaining Order on Stairways and in the Yard, Care of School Property and School Grounds, Fighting Forest Fires, etc.

5. The schools may in a restricted degree give credit for Scout work, for advancement and for merit badges. Also certain of the merit badge subjects will be made more accessible to the Boy Scouts through Manual Training and Nature Study which the schools may offer.

6. The schools and scouts may co-operate on Field Trips and Industrial and Historical Hikes.

**WAYS IN WHICH THE BOY SCOUTS MAY HELP THE SCHOOLS  
ARE AS FOLLOWS:**

1. The Boy Scouts may co-operate with the truant officers in dealing with delinquent boys who have lost interest in school; help to revive the boy's ambition and interest and give him a happy relation to a group within the school through his association in the scout troop and patrol. A very happy co-operation between the Scout Council and the schools and the Rotary and Kiwanis Clubs of Seattle, Wash., is accomplishing some definite results in this field.

2. The Boy Scouts may make nature collections of Butterflies, Beetles, Leaves, Wood and other biological studies which may be displayed in the school rooms.

3. The Boy Scouts may do special service in the self-government of the school and in the school community as is suggested in No. 4 above. In this connection the Boy Scouts in some schools are given charge of the recreational period where organized games are put on under their leadership.

4. The Boy Scouts may speak to the children in the various rooms in promotion of whatever projects the school might have in mind.

5. The Boy Scouts may be enlisted in a definite effort to raise the standard of conduct in schools in the interest of clean morals and to make effective on the school campus the principles of the Scout Oath and Law.

6. In some councils the Boy Scouts camps are used by the school authorities in connection with an encampment of the R. O. T. C.

7. The Boy Scouts may co-operate with the school authorities in conducting Field Trips, Nature Study Hikes, etc., for classes in the school.

**HELPS FOR THE BEGINNING TROOP**

Before proceeding with the organization of a new troop, a conference should be arranged with the local scout executive, if the community is under first-class council. If not under the jurisdiction of a first-class council, the Boy Scouts of America should be written to and requested to forward the necessary information bulletins and registration forms. Standard publications that may be had from the local council headquarters, or direct from the National Council Headquarters, are available on the following subjects:



*Top*—Preparing supper. Boy Scouts of North Carolina enjoy an outing.  
*Middle*—Results of an afternoon whittle.

*Bottom*—Preliminary lessons in life saving work.

1. How to Organize a Troop .....	\$ .05
2. The Troop Committee .....	.04
3. The Scoutmaster .....	.05
4. What Scouts Do .....	.06
5. Application for Troop Charter and Scoutmaster's Commission.....	Free
6. Handbook for Scoutmasters .....	1.00
7. Handbook for Boys .....	.40
8. Games and Recreational Methods .....	2.00

## BOOKS FOR LOCAL COUNCIL OFFICE LIBRARY

Recommended by Library Department, Boy Scouts of America

*Official Literature*

Handbook for Boys  
 Handbook for Scoutmasters  
 Community Boy Leadership  
 Seascout Manual  
 Boy Scout Song Book  
 Merit Badge Pamphlets for Boy Scouts  
 Camp Buildings and Scout Shelters  
 Patrol Method Helps for Scoutmasters  
 A Manual of Customs and Drills  
 The Scoutmaster and His Troop  
 Every Scout a Swimmer

*Supplementary Scout Literature (mostly English)*

The Patrol System—Roland E. Phillips  
 Scouting for Boys—Sir Robert Baden-Powell  
 Aide to Scoutmastership—Sir Robert Baden-Powell  
 First Aid for Boys—Cole and Ernst  
 Rovering to Success—Sir Robert Baden-Powell  
 Wolf Cub Handbook (younger boys)  
 Trek Carts and Bridge Building

*Camping and Outdoor Activities*

Book of Woodcraft—Ernest Thompson Seton  
 Camping—Horace Kephart  
 Woodcraft—Horace Kephart  
 Camping Out—Playground and Recreation Assoc.  
 Camping and Outing Activities—Cheley & Baker  
 American Boys' Handbook of Camp-lore and Woodcraft—Dan Beard  
 Shelters, Shacks and Shanties—Dan Beard

*Play, Games and Dramatics*

Boy Scout Entertainments—Clifton Lisle  
 Games and Recreational Methods—Charles F. Smith  
 Social Games—J. C. Elsom  
 Games for the Playground, Home, School and Gymnasium—Jessie H. Bancroft  
 Play in Education—Joseph Lee  
 The Church at Play—Norman E. Richardson

*Stories to Tell Boys*

"The Boy Scout, and other Stories"—R. H. Davis  
"Boy Scouts Courageous"—F. K. Mathiews (Editor)  
"Boy Scouts' Book of Stories"—F. K. Mathiews (Editor)  
"Boy Scouts' Book of Campfire Stories"—F. K. Mathiews (Editor)  
"Ransom of Red Chief, and Other Stories for Boys"—O. Henry  
Brown Wolf, and Other Stories for Boys—Jack London

*Typical Boy Scout Story Books*

Tom Slade, Boy Scout—Percy K. Fitzhugh  
Don Strong of the Wolf Patrol—William Heylinger  
Don Strong, Patrol Leader—William Heylinger  
Troop One of the Labrador—Dillon Wallace  
Under Boy Scout Colors—Joseph B. Ames

## PERSONAL BOOKS FOR SCOUT EXECUTIVES

*Executive Leadership*

The Executive and His Control of Man—Enoch Burton Gowin  
Getting the Most Out of Business—St. Elmo Lewis  
The Psychology of Management—L. M. Gilbreth  
Psychology of Advertising—Walter Dill Scott  
Psychology and the Day's Work—Edgar J. Swift

*Education, Social Service, and Ethics*

Mind in the Making—James Harvey Robinson  
Human Nature and Conduct—John Dewey  
Self Help in Teaching—Hubert W. Hurt  
From Youth into Manhood—Dr. Winfield Scott Hall  
The Community—E. C. Lindeman  
Education—Edward Thorndyke  
Religious Education of Adolescents—Norman E. Richardson  
The New Social Orders; Principles and Programs—Harry F. Ward  
Child Training—Angelo Patri  
New Schools for Old—Evelyn Dewey  
The High School Boy and His Problems—Thomas C. Clark  
The Function of Ideals in Social Education—Paul F. Veolker  
The Land of Fair Play—Geoffrey Parsons  
Scout Law in Practice—Arthur Carey  
Growth and Education—W. T. Tyler  
Man Power—Lincoln J. Andrews

All publications listed here may be obtained through National Headquarters.

—Boy Scouts of America, 200 Fifth Avenue, New York City



TOPIC 34  
THE GIRL SCOUTS

When Organized—Organization  
Purpose and Policy  
Program and Methods  
Promise—Law  
Membership  
Relation Between Girl Scouts and the Schools  
Training of Girl Scout Leaders  
Publications



TOPIC 34

**GIRL SCOUTS, INC.**

**WHEN ORGANIZED**

The Girl Scouts were organized in Savannah, Georgia, by Mrs. Juliette Low in March of 1912, and were incorporated as a national organization under the laws of the District of Columbia in June, 1915.

**PURPOSE AND POLICY**

The purpose of this organization is to help girls to realize the ideals of womanhood, as a preparation for their responsibilities in the home and service to the community. Its aim is to give girls through natural wholesome pleasures those habits of mind and body which will make them useful, responsible women.

This corporation favors no creed, party or sect, but cheerfully co-operates with any organization which shares its views of the influence for good which may be exercised by women in the home and in religious, social and civic affairs.

**ORGANIZATION**

The governing body of the Girl Scouts is the National Council. It is made up of the National officers, one delegate from each Local Council and Community Committee, with additional delegates in proportion to the number of registered Girl Scouts in the community, and a minority of members at large.

A Local Council may be organized in any community. This is a group of men and women, representing the schools, churches, social and civic organizations, playgrounds, newspapers and such bodies as the Chamber of Commerce and Rotary Clubs. The local Council is organized for the purpose of promoting and supervising the welfare of Scouting in the district.

**PROGRAM AND METHODS**

The program follows the lines of women's activities, adapted to the capacities and interests of girls. Emphasis is placed on methods of training to develop initiative, self-

control, self-reliance, and service to others, and in general the qualities of character of most worth in adult life.

The unit of organization is the patrol of eight Girl Scouts. One or more patrols form a troop and they are grouped, whenever possible according to age and congeniality. The activities of the troop are developed through the Patrol System. The girls themselves appoint a Patrol Leader from among their own group, who soon discovers that she must be a leader, not only in name but in fact and in act. She develops, through initiative, the power of command to hold and lead those under her. As a member of the troop, she has learned how to restrain herself, thus developing her own sense of responsibility. Above all, the Patrol System means for each individual the development of character.

Girl Scouting is founded on the principles and plans so ably developed by Sir Robert Baden-Powell for England which took shape in the Boy Scout program. This program has become the inheritance of boys and girls alike throughout twenty-seven great countries of the world. It has different names in different countries and is somewhat modified to meet various conditions. In most countries the names for the boys and girls are identical, as in France, where they are merely the masculine and feminine forms of the same word. In England they are known as Girl Guides.

However, the plan for Girl Scouting is not a copy of the Boy Scout program; it is a development of the Girl Guide program which was also founded by Sir Robert Baden-Powell to meet the needs of the girls. The program used by the Girl Scouts, Inc., has been changed and adapted to meet the needs of the girls of our country.

Three programs are provided for Girl Scouts of different ages:

1. Brownies or Juniors, for girls seven to ten years.
2. Girl Scouts, ten to eighteen years.
3. Senior, or Citizen Scouts, for older girls who may be either First Class Scouts over sixteen, or girls eighteen and over who are taking up Scouting for the first time.

The stages of progress in the Girl Scout Program are: (1) Tenderfoot Scout, (2) Second Class Scout, (3) First Class Scout, (4) Golden Eagle Scout, the rank of highest honor reached only by a picked few under exceptionally favorable circumstances.

As the girl advances through the various stages of the Girl Scout program there are some sixty specific activities in which she may engage and for which she may receive "merit badges" as a mark of satisfactory achievement. About a fourth of them have to do with the interests and activities of the home, including not only specific household skills, but hospitality and home recreation and beautification. Another large group has to do with personal and community health and with the care of young children. Still another has to do with outdoor life, camping, woodcraft, gardening, farming, and nature study. The new nature program provides an ascending series of inclusive badges, the Girl Scout Observer, the Girl Scout Rambler, and the Girl Scout Naturalist. A fourth group has to do with the Girl Scout as a citizen, with various badges for patriotic and community services; another with the various arts and handicrafts; another with sports and games; another with languages, writing, and scholarship. During 1925, Girl Scout National Headquarters issued 73,786 badges for 60 different activities.

Camps and camp activities play a significant part in the carrying out of the Girl Scout program and the development of the true Girl Scout spirit. The ideal of the Girl Scouts is to give every girl in the organization at least a week of life in the open during the year in the most beautiful surroundings available and under the best modern camp conditions. It encourages all-the-year-around camps, week-end camps, special camping trips and small troop camps.

The basic principles of Girl Scouting are found in the Promise and Laws. The promise helps to develop loyalty toward God and Country and Laws serve as a simple code which every Girl can put into practice in her daily life.

## PROMISE

On my honor, I will Try;  
To do my duty to God and my country;  
To help other people at all times;  
To obey the Scout Laws.

## LAWS

1. A Girl Scout's Honor is to be trusted.
2. A Girl Scout is Loyal.
3. A Girl Scout's Duty is to be Useful and to Help others.
4. A Girl Scout is a Friend to all, and a Sister to every other Girl Scout.
5. A Girl Scout is Courteous.
6. A Girl Scout is a Friend to animals.
7. A Girl Scout Obeys Orders.
8. A Girl Scout is Cheerful.
9. A Girl Scout is Thrifty.
10. A Girl Scout is Clean in Thought, Word and Deed.

## MEMBERSHIP

The total active paid membership of the Girl Scouts as of December 31, 1925, is 115,926. The membership records of this organization are unique in that membership figures only include those members who have paid their annual dues in advance. Members are automatically dropped from our registration records as soon as dues lapse, and are not recorded again until dues are renewed.

## RELATION BETWEEN GIRL SCOUTS AND THE SCHOOLS

The relations between the Girl Scouts and the schools are informal, friendly, and rapidly growing. Of 192 Girl Scout Councils reporting activities for 1924, 157 reported public schools actively co-operative as follows: elementary schools, 19 per cent, junior high schools, 51 per cent, senior high schools, 35 per cent, and vocational schools, 19 per cent. Eighty per cent reported that school superintendents were co-operative with sixty per cent of this number giving concrete instances of co-operation. Forty-nine per cent of Girl Scout Councils reported one or more troops definitely affiliated with schools. Seventy-three per cent reported that one or more of their troops were accustomed to use the schools as meeting places. Eight per cent re-

ported schools giving credit for Girl Scout work. Credit for Girl Scout work may be of various kinds. It may carry a definite number of points per week, it may count for honor roll, one or all merit badges may carry school credit, or the troop may be considered as a school club and receive club activity credit.

Statistics indicate that approximately one-third of all Captains are school teachers.

#### TRAINING OF GIRL SCOUT LEADERS

From early in their history, the Girl Scout organization has recognized the importance of interesting leaders of a high type and providing them with repeated and varied training. During the three years, 1922-1925, 178 courses were given in 116 universities, colleges, normal schools and other professional schools, with student enrollment of 5,486. These courses were given under a grant from the Laura Spelman Rockefeller Memorial. Statistics show that more than one-half of all Girl Scout captains are graduates of colleges or normal schools.

In addition to the training courses in higher institutions, local councils and community committees provide training courses for their leaders and prospective leaders. The national organization also authorizes eleven National Training Schools in summer camps located in various sections of the country. Camp Edith Macy, a new national center and experimental station, located near New York City, is to be in use eight months of the year for the training of Girl Scout leaders.

#### GIRL SCOUT PUBLICATIONS

Scouting for Girls. Official Handbook of the Girl Scouts. Khaki cloth cover, 75 cents; board, \$1.00.  
The Blue Book of Rules, 25 cents.  
Campward Ho, 75 cents.  
The American Girl. A Scouting Magazine for Girls. Monthly. 15 cents a copy, \$1.50 the year.  
Ceremonies Around the Girl Scout Year, 25 cents.  
Girl Scout Handyfacts, \$2.35.  
Girl Scout Leader. A monthly publication for Girl Scout leaders.  
Nature Projects, 15 cents.  
Spirit of Girlhood (pageant), 50 cents.  
Plays by Mr. B. O. Edey, 15 cents each.  
Plays by Oleda Schrottky, 15 cents each.  
Short Stories for Girl Scouts, \$2.00.

—Girl Scouts, Inc., New York City

## TOPIC 35

### THE CAMP FIRE GIRLS

The Camp Fire Girls Win Honors  
Some of the Honors They Work For  
Three Ranks They May Attain  
Camp Fire Symbolism  
How to form a group of Camp Fire Girls'  
Publications



## TOPIC 35

### CAMP FIRE GIRLS

The program of the Camp Fire Girls has been planned to bring healthy fun into the lives of adolescent girls, and through wholesome activities and projects, to direct imaginations and energies of girls so that they shall develop spiritually, mentally, and physically.

#### CAMP FIRE GIRLS WIN HONORS

The program of the Camp Fire Girls is a program of activities based on the "winning of honors."

There are some eight hundred of these honors, which include almost everything a girl has to do or wants to do, from making her bed and washing dishes to swimming one hundred yards and cooking over an open fire.

The following list of honors taken at random from the seven "Crafts" under which they are listed will give some idea of the scope of Camp Fire. The honors are grouped under the seven Crafts: Home, Health, Nature, Camp-Hand, Business, Citizenship or Service (Patriotism). For a girl to win an honor, she must satisfy her Guardian that she has fulfilled the requirements of that honor, and she is then awarded a wooden bead, the color symbolic of the Craft to which the honor belongs (Home Craft beads are orange because the flame of the hearth fire is orange; Health Craft beads are red for red blood, etc.), which is used as a record of attainment and is placed on the ceremonial gown.

The winning of these honors is often an incidental part of a larger project,—for instance, the converting of an old barn or attic into a Camp Fire Club Room. To do this the weekly meetings are devoted to the study of color combinations, paints, budgeting, for these girls will have to earn the money for the furnishing, paint etc.,—house furnishing, etc. Some meetings will be spent in craft work—the weaving of rugs, block-printing of curtains, painting and stenciling designs on furniture, refinishing floors, etc. When the room is finished, the planning and giving of a house-warming tea for their parents,

occupies more meetings, and means the winning of more honors, for Camp Fire Girls make their parties attractive, and by such experiences they learn to be gracious hostesses.

Another favorite project is building a hiking cabin near enough to town to be used for outings throughout the year. This furnishes an opportunity for the girls to win all sorts of honors—from the drawing of the plans and estimating and ordering of the lumber to the cooking of the meals in the cabin after it is finished.

One can see that the methods of working for honors are as varied and as many as there are leaders of Camp Fire Girls.

#### THESE ARE SOME OF THE HONORS THEY WORK FOR

##### Home Craft

Cook and serve two Sunday dinners while mother rests. Care for a baby for an average of one hour a day for one month.

Make four kinds of biscuits.

##### Health Craft

Sleep out-of-doors, or with wide open windows, for two consecutive months between October and April inclusive.

Swim one hundred yards. Skate twenty-five miles in any five days.

##### Hand Craft

Take a dozen photographs. Develop and print them. Trim a hat (this includes lining).

Weave some article with original design, setting up the loom with warp.

##### Camp Craft

Build an open fire in wind and rain with material found out-of-doors. (No fire is credited until it is properly left or put out).

Fry an egg on a hot stone. Help to build a permanent outdoor community fireplace.

Spend twelve hours in one season helping to clear or improve trails.

##### Nature Lore

Know the planets and seven constellations and their stories.

Identify and describe twenty wild flowers. Identify ten birds by their flight.

**Business**

Fill a regular position for four months, earning ten dollars a week or less.

Save 10 per cent of your allowance for three months.

**Citizenship**

Help to beautify your front yard. Identify and destroy two hundred cocoons of the white marked tussock or gypsy moth.

**CAMP FIRE GIRLS MAY ATTAIN THREE RANKS****Wood Gatherers**

There are certain groupings of honors and types of honors which form the requirements for the Ranks which a Camp Fire Girl may attain. The First is **WOOD GATHERER**. To become a Wood Gatherer the girls must have won at least fourteen elective honors distributed among the seven crafts, besides having fulfilled the definite requirements for the rank, as given in the Manual.

**Fire Maker**

The second rank is **FIRE MAKER**. To win this rank the girl has to win more honors, and more difficult honors than are required for the rank of Wood Gatherer. She must be able to take some responsibility and have grown in dependability before she can wear the Fire Maker's symbolic bracelet.

**Torch Bearer**

The third rank is **TORCH BEARER**. This is the greatest honor a Camp Fire Girl can attain, for to be a Torch Bearer she must have proved herself to be a leader and a responsible member not only of her own group, but of her community. It takes a long time and real desire to **LEARN** and to **BE** the things required of a Torch Bearer, and to be able to say when she receives the symbol of the rank: "That light which has been given to me I desire to pass undimmed to others."

**Camp Fire Symbolism**

Camp Fire Girls should be attuned to sense the beauty in the world about them, to appreciate it and create beautiful symbols for its in-

terpretation. The old colorful symbolism of the Indians has been simplified and adapted to express the activities and aspirations of Camp Fire. This symbolism gives poetry and beauty to Camp Fire rituals and ceremonies, ranks and honors, and stimulates the imagination with which every girl is endowed.

The Camp Fire Girl has her ceremonial gown—in no sense is it a uniform, but her robe of state, to be worn only on the most special occasions for ceremonial meetings and patriotic or official gatherings. For its decoration she chooses symbols which she feels will best express herself, her ideals and her desires. With beads or wood block designs she tells the story of her ambitions and her accomplishments so that her ceremonial gown becomes itself a symbol of beauty as she has been able to feel and create it in her own world.

#### HOW TO FORM A GROUP OF CAMP FIRE GIRLS

1. It takes at least six and no more than twenty girls to form a Camp Fire group.
2. The only age requirement is that the girls be at least eleven years old.
3. The group must have as leader or "Guardian" a woman at least eighteen years old.
4. Each girl pays annual dues of \$1.00 per year.
5. Each Guardian pays annual dues of \$.50 per year.
6. Each group pays \$1.00 for charter fee.
7. When the dues and fee and the application blank (one sent by Camp Fire Girls, 31 East 17th Street, New York, upon request) properly filled out, are received at National Headquarters, Guardian receives appointment and group is chartered.
8. Girls are then Camp Fire Girls and may begin working for honors and ranks.

When the application blank comes, the Guardian should call a meeting of the girls and each girl should sign the application and pay her dues.

As soon as the application blank, properly filled out, and the annual dues are received at Headquarters, the group charter and the Guardian's certificate, both issued by the National Board of Directors, are sent to the Guardian, together with a detailed program for the first eight meetings. The girls are then Camp Fire Girls and may begin working for honors and ranks.

## PUBLICATIONS

*Everygirl's Magazine*, the monthly publication of the Camp Fire Girls, is for all girls; anyone may subscribe (\$1.00 per year) and will find it interesting and helpful, as it contains good stories, plays, craft articles, programs, and party plans, interesting pictures, and news of Camp Fire Girls all over the world. Charter fee entitles each group to one copy of *Everygirl's Magazine*, which is sent to each Guardian. Each Camp Fire Girl is encouraged to earn one dollar, besides the money for her dues, to pay for one year's subscription to her magazine.

*The Guardian* is a bulletin published monthly, which is sent free to all Guardians. This bulletin is full of programs, plans and suggestions which will be of assistance to the Guardian.

"The Manual," the Book of the Camp Fire Girls, contains a list of eight hundred honors to be won, the requirements for ranks, the directions for Council Fires, and Ceremonial Meetings, for decorating the gown, a bibliography of helpful books, the Health Chart and Health Symbol, chapters on Camping, Hiking and Out-of-Door Cooking. This book can be bought for fifty cents from the Camp Fire Outfitting Company, 197 Greene Street, New York City.

"Guardian's Handbook." This book contains definite suggestions for meetings and programs which will simplify the work of the Guardian. For sale, Camp Fire Outfitting Company, one dollar per copy.

"Camp Fire Girls' Book of Aquatics." This book has been approved by the American Red Cross and contains directions for swimming meets, water pageants, as well as directions for teaching life-saving, etc. For sale, Camp Fire Outfitting Company, thirty-five cents per copy.

—Camp Fire Girls, New York City.



TOPIC 36  
THE GIRL RESERVES

The Girl Reserve Movement  
Objects  
How Organized  
Leaders of the Movement  
Insignia and Symbolism  
The Organization of Groups in the Girl Reserve Movement  
Printed Material



## TOPIC 36

### THE GIRL RESERVE MOVEMENT

The Girl Reserve Movement is an organization within the Young Women's Christian Association for girls of twelve to eighteen. International in its aspect, as a member of the World's Committee of the Y. W. C. A., the unit of the movement is the city, town or rural community. Relationship may be established at any time through local Young Women's Christian Associations or through the Girl Reserve Department of the National Board of the Young Women's Christian Association, 600 Lexington Avenue, New York, N. Y.

#### OBJECT

In direct accordance with the purpose of the Young Women's Christian Association, the object of the Girl Reserve Movement is to make a contribution to those elements in the life of a girl which set free the ideals and convictions that help her live as a Christian of her age. It endeavors to aid her to grow, through normal activities, into the habits, insights and ideals which will make her a responsible, eager woman, capable and ready to develop those group expressions which make effective the purpose of God in the world.

#### HOW ORGANIZED

Girl Reserves are grouped, usually, according to their ages and interests. It is customary to bring ten to twenty girls of grammar-school age into a Triangle. The duties of the Triangle are performed through three committees, membership, social, and service, the whole group being guided by an adult who is called an adviser.

Where larger groups of girls are gathered together and where their social experiences are growing more complex, as in junior high school, or in an intermediate department of a church, various experiments are being tried. Sometimes several Triangles are organized and, by a representative plan, the program of the whole is carried forward.

Older girls in the Movement are ready for larger responsibilities and have for their unit of organization the self-governing club. Each club writes a purpose of its own expressing the substance of the accepted purpose of the Girl Reserve Movement. The number of the

membership varies according to the number of girls in the community or senior high school or church.

It is not unusual for younger girls in business or industry to organize informally. Some of their meetings may be held at noon; some in the evening. The work is specially planned to meet their educational and recreational needs. Most interesting work with the latter group is being accomplished in co-operation with continuation schools.

### LEADERS OF THE MOVEMENT

Adult guidance and girl initiative are the two goals of the Girl Reserve Movement. Groups are therefore officered by Girl Reserves and advised by adults whose contributions are the richness of their experience and their real interest and belief in girls. The natural qualifications of the adult adviser are usually enhanced by vocational or professional training.

### INSIGNIA AND SYMBOLISM

#### The Imaginative Age

The teen-age girl is imaginative and easily appealed to by the symbolic. The Blue Triangle of the Girl Reserve Movement should symbolize to every girl who wears it the highest type of service for God and country, the kind of service that requires not mere handiwork, but the kindling enthusiasm and the determination to make good.

#### The Blue Triangle

The base of the Blue Triangle is Spirit; and two sides Knowledge and Health. This means that the Girl Reserve is physically fit and mentally and morally trained. Colors—blue and buff.

#### Uniforms

The official costume is a white middy blouse worn with either a white or a navy blue skirt, a half-square or form tie of Girl Reserve blue and a round, white duck hat.

### THE ORGANIZATION OF GROUPS IN THE GIRL RESERVE MOVEMENT

#### JUNIOR HIGH SCHOOL SECTION

In communities having *grade schools* containing seventh and eighth grades, it is customary to group together in a Triangle ten to twenty girls over twelve years of age.

The adult who works with this group of girls is called the adviser. Two or more such triangles form a Club, and all the clubs in a community form a Division. The officers of the triangle, club and division are girls elected by the members of the group. The work of the triangles is carried on by three committees, Membership, Social, and Service.

Where large groups of girls are gathered together in *junior high schools*, the girl's organize their club in much the same way that grade school girls do, except that the club becomes the unit of organization. Sometimes, to carry on the discussions, service work and good times of the whole club, which is much larger than the other grouping, triangles composed of ten to fifteen girls are organized within the club. The club has a club code, which is learned in addition to the Girl Reserve code, slogan, and purpose. Each club has an Executive Committee composed of the chairmen of the Social, Membership and Service Committees, the representative of each triangle in the club, a member of the junior high school faculty, and the club adviser.

#### SENIOR HIGH SCHOOL SECTION

Girl Reserve high school clubs, usually including the members of the three upper classes, although in some communities all four classes are grouped together, have as their unit the club. The size of the club may range from a small number of girls in the small high school to several hundred girls in a large school. Each club writes a purpose of its own, expressing in its own words the substance of the Girl Reserve Movement purpose. The committee work of the club is carried on by the four committees, Membership, Social, Service, Program.

#### YOUNGER GIRLS IN BUSINESS AND INDUSTRY

Younger girls in business and industry usually have more informal group organization than do junior or senior high school Girl Reserves. Some of their meetings are held at noon time, some in the evening, and the work is especially planned to fit their educational and recreational needs. Some of the most interesting work with this group of younger girls is being done in co-operation with continuation schools in various communities today.

For further information regarding organization, etc., address, The Girl Reserve Department, National Board of the Young Woman's Christian Association, New York City.

#### PRINTED MATERIAL

The Girl Reserve Movement—A Manual for Advisers, \$2.00.

The Handbook for High School and Boarding School Girl Reserves, 40 cents.

The Guide for Every Loyal Blue Triangle Girl in Junior High Schools, 25 cents.

The Song Book for Girl Reserves, 30 cents.

Music for Seven of the Songs, 20 cents.

Send for complete catalogue and bulletin of program material, The Woman's Press, 600 Lexington Ave., New York, N. Y.

## THE GIRL RESERVES

*Slogan*

To face life squarely

*Purpose*

To find and give the best

*Code*

As a Girl Reserve I will try to be

Gracious in manner  
Impartial in judgment  
Ready for service  
Loyal to friends

Reaching toward the best  
Earnest in purpose  
Seeing the beautiful  
Eager for knowledge  
Reverent to God  
Victorious over self  
Ever dependable  
Sincere at all times

I will do my best to honor God, my country and my community, to help other girls and to be in all ways a loyal true member of the Girl Reserves.

The purpose of an individual group is often stated to include a desire for:  
Friendliness to all girls at all times.  
Fair play under all circumstances.  
Acceptance of individual responsibility which makes for group success both in the club and in school activities.  
An unflinching loyalty to standards of clean thinking and clean speaking.  
A reverent understanding of God as a loving Father, which shows itself in work and worship, both personal and group.  
Participation in the usual local service activities.

—Girl Reserve Department, National Board of the Y. W. C. A.,  
New York City.

TOPIC 37  
THE HI-Y CLUBS

The Hi-Y Movement  
Objectives  
How to start a Hi-Y Club  
Program  
Program Material  
Bibliography



TOPIC 37 -

## THE HI-Y MOVEMENT

### OBJECTIVE

The Hi-Y movement among the High Schools of America grew out of the need felt by High School boys for some sort of rallying point for those who desired to stand for high ideals, that is, for things that are good as against things that are bad. Therefore, in Chapman, Kansas, a little country high school in the year 1889 the first High School club was organized. The name "Hi-Y Club" was first conceived by the boys of the West Side Y. M. C. A. in Cleveland, Ohio, in 1914.

Early in its development, the Hi-Y movement adopted as its purpose "To create, maintain, and extend throughout the school and community high standards of Christian character." Though varying in technique and organization from highly organized large clubs to extremely simple small groups, this purpose, however, is accepted by all of the clubs in the movement.

Membership in the Hi-Y is generally open to the mature students of the Junior and Senior Classes of the High School who band themselves together in a definite campaign for high scholarship, physical efficiency, moral worth and lives of unselfish service. The movement was sponsored from the start by the Y. M. C. A. but has no organic relation to it. Membership is not restricted to members of the Y. M. C. A. nor to any religious creed, but rather is open to all who subscribe to the purpose and objective of the club. Membership dues are not required although local clubs generally find a small payment desirable to pay the usual expenses of such a club.

At the present time there are over 2,200 clubs with a membership well over 60,000 High School boys. There seems to be no part of the country where the movement is more centralized than others for there are clubs in the largest cities and in many small towns in every state of the Union from Maine to San Francisco.

### HOW TO START A HI-Y CLUB

The most successful method of starting seems to have been in the securing of a small group of superior high-minded boys who catch

the idea and are willing to band themselves together in a club which has, instead of privileges to hand out, merely a purpose to achieve. This group early seeks to enlist the interest of some adult leader—often a teacher in the high school who works with the club continuously. The usual officers are elected, including a president, vice-president, secretary and treasurer. The standard committees are committees of program, Bible study or life problem discussions, service committee and membership committee. The duties of the officers and of committees are evident in their names, with perhaps the exception of the service committee. To this committee is assigned the task of seeing to it that every member of the club is assigned to some form of service to which the member is best fitted. The service projects listed below are the problems of this committee.

The leader of the club, together with the principal of the school, the local Y. M. C. A. secretary and the president of the club form a natural advisory council which naturally determines the general policies of the club. This committee would early determine the meeting place of the club. Hi-Y Clubs meet variously in school buildings, in Y. M. C. A. buildings, churches, or in some cases, in homes. In general, the club seems to be more efficient according as it is able to relate closely to its school life. For this reason, unless there be definite objections by local school authorities, it is found best to meet at the school building. If it is found possible to meet without the mechanical arrangement of desks, but rather in a room which gives the air of a parlor, it adds to the spirit of the club meetings.

Most successful Hi-Y Clubs have what is known as a dynamic group, or as sometimes called, "inner circle." This is a small group of the most deeply interested boys who meet for intimate discussions of the school problems and for personal devotional exercises. The meetings of this group are generally informal, and the group itself has no organization but should always be attended by the club leader or the faculty adviser. In this meeting definite devotional exercises which are part of the Christian faith can be conducted as they could not in the larger Hi-Y Club especially if that club is meeting on school premises and under the school auspices. The vitality of the dynamic group appears to have been the test of the success of Hi-Y work.

The purpose of the club would appear to limit its membership to potentially Christian boys. Many high schools, however, find other constituencies as willing to align themselves with a Christian purpose but withholding the personal commitment to the Christian life. Many successful experiments are now being conducted, especially in metro-

politan centers, in encouraging a similar organization among Jewish groups with a form of affiliation with the Christian boys in the Hi-Y Club, thus aligning in the high school all of the potential character leadership.

### PROGRAM

The Hi-Y Club generally meets once a week during the early evening hours. Programs are divided into three divisions—problem discussions, service projects, and character development. The first part of each club meeting is given over to a planning of the next service project in the school. These projects run the gamut of clean speech, clean scholarship, clean athletics, and clean meetings with appropriate campaigns leading to the whole school giving attention to these emphases.

The larger part of each session is generally given over to a discussion of some problem common to the lives of high school boys. The tendency in former years seems to have been toward the negative, but leaders in the Hi-Y movement are now emphasizing rather the constructive type of project. Evidence of this is shown in the lessening of anti-cigarette campaigns and the enlarging upon constructive campaigns such as those above mentioned which achieve the same purpose but by the substitute method as against the elimination method.

Some part of each session is generally given over to a brief devotional period and at all times the boys of the club seek to aid each other in their own character development. Special efforts such as Hi-Y Conferences, Hi-Y Training Camps, decision meetings and other similar projects are all aimed at the development of high character in the lives of the members of the club.

### PROGRAM MATERIAL

The Y. M. C. A. which has from its inception stimulated and guided the destinies of the Hi-Y movement maintain state offices generally at the capital of each state from which may be secured materials, Bible study and life problem discussion courses for the conduct of Hi-Y Clubs. The National headquarters for the movement is maintained at 347 Madison Avenue, New York City. This office has for distribution practical bulletins on the How and Why of Hi-Y Clubs which may be secured by addressing the National High School Secretary at that address.

## SOME AGENCIES

## BIBLIOGRAPHY

SECONDARY SCHOOLBOYS' CHRISTIAN MOVEMENT SERIES  
(S. S. C. M. Series)

"The Local Work and Organization" (Bulletin No. 1), 25 cents.  
 "A Specimen Constitution" (Bulletin No. 2), 10 cents.  
 "The Small Dynamic Group" (Bulletin No. 3), 15 cents.  
 "A Catalogue of Helpful Books and Pamphlets on Work with Secondary Schoolboys" (Bulletin No. 4), free.  
 "The Continuous Campaign of Friendship" (Bulletin No. 5), 15 cents.

## BOY LIFE AND ACTIVITIES

## (1) BOY LIFE

"Boys' Work Executive's Manual Service," \$12.50.  
 Issued by the Association of Boys' Work Secretaries, H. P. Demand, Chairman of Commission. The price covers loose-leaf binder and one year of service on all types of problems faced by the boys' worker.

"Group Leaders and Boy Character," A. J. Gregg, \$1.50.  
 Stimulating third-grade leaders to become first-rate leaders of boys' groups of all types.

"Boyology," H. W. Gibson, cloth, \$1.50.  
 One of the latest and best books on boy life by the Boys' Secretary of the Massachusetts State Committee of Young Men's Christian Associations. An excellent bibliography on boy life is contained in this work.

"Boy Life and Self-Government," G. Walter Fiske, cloth, \$1.50.

"Boy Behavior," W. H. Burger, \$1.25.  
 A practically helpful study in boy psychology in readable form for the adult worker with boys.

"Boy Training," Edited by John L. Alexander. Cloth, \$1.35.

"Adolescence," G. Stanley Hall (2 vols.) Cloth (Appleton), \$10.00.

"Youth, Its Education, Regimen, and Hygiene," G. Stanley Hall (Appleton), \$2.00.  
 An abridged edition of the author's standard work, "Adolescence."

"Mind in the Making," Swift (Scribner), \$2.00.

"Adolescent Boyhood," H. M. Burr, \$1.25.

"Boyhood the Greatest Asset of Any Nation," John R. Mott. Pamphlet, 15 cents; 12 for \$1.50; 50 for \$5.25.  
 This is the famous address given to the Postschach, Austria, World's Conference of Association Boys' Workers.

"The Place of Boyhood in the Nations of the World," \$1.00.  
 Being a report of the Second World Conference of Y. M. C. A. workers among boys with the text of main address, reports, and resolutions.

"The Most Remarkable Generation of Boys the World Has Ever Known," John R. Mott. Pamphlet, 5 cents; 12 for 50 cents; 50 for \$1.75.  
 This title describes a striking argument concerning the importance of the present generation of boys. Boy leaders should read it and pass it on.

"The Second Line of Defence," Margaret Slattery. Cloth (Revell), \$1.25.  
 A call for conservation of young life ideals and character, directed to the business man, the parent, the teacher, and the churchman. A direct, forceful, and stirring presentation.

"Everyboy," H. M. Burr. Paper boards, 75 cents.  
 A typical boy—a very human individual—such is the hero of this little story, which presents in the form of an allegory the development of a normal boy. Boys and workers with them will be interested in Everyboy's progress to manhood and will gain light on the problems which concern them most.

"The Revolt of Youth," Stanley High (Abingdon), \$1.50.

A first-hand account of the constructive spirit of revolt which is manifesting itself among the youth of all lands.

"The Challenge of Youth," Alfred E. Stearns (Wilde), \$1.25.

Dr. Stearns, for over twenty years principal of Phillips-Andover Academy, pleads with the older generation to give the youth of today "a fair field and a fair chance" in meeting the new conditions they are facing.

"Big Brother Investment," F. H. Cheley. Cloth, 75 cents.

This book again demonstrates Mr. Cheley's knowledge of boy nature and its needs.

He tells in vivid fashion of a fatherless boy, the strong downward pull of "the gang," his many exciting experiences, with the eventual awakening of all that is best in the boy through the confidence and friendship of a man whom he admires.

"Adventures of a Prodigal Father," F. H. Cheley. Paper boards, 90 cents.

This small book tells in an interesting and forceful way the story of a father who, roused by the experience of a friend, starts out to get acquainted with his son and makes some startling discoveries. Fathers especially will feel the challenge of the story, and for every reader it has an unusual appeal.

"Trail a Boy Travels and Other Stories," Hervey Smith McCowan. Cloth, illustrated, \$1.50.

The real human interest of these stories is what has given them their hold on the hearts of many people. The atmosphere of reality in which they are written puts force into their definitely practical and helpful messages. The opening story has helped many a lad to stick to the upward trail. The following chapters in this book are available in pamphlet form: "Trail a Boy Travels," "The Stranger's Story," "The Letter He Was Ashamed Of," "The Happiest Woman in All the World," "The Son Thou Gavest Me," "The Guests of the House."

"Moral Sanitation," Ernest R. Groves. Cloth, \$1.20.

In this book some of the most recently developed principles of modern psychology are made available for the practical worker with men and boys. It is untechnical and pre-eminently practical, selecting out of the masses of material gathered by modern research such as will be found most useful in guiding the development of character. The book is constructive; it is an endeavor to indicate how moral collapse may be prevented.

"Classified Bibliography of Boy Life and Organized Work with Boys," Ronald Tuttle. Veal. Cloth, \$1.00.

A complete, up-to-date bibliography covering the whole range of boy's work, of great value to the worker with boys.

"Boy and His Girl Friends," C. C. Robinson. Pamphlet, 25 cents; 12 for \$2.50; 50 for \$8.75.

Presents to boys of the teen age, the modern ideal on which their friendships with girls should be based.

## (2) SEX HYGIENE

"From Youth into Manhood," W. S. Hall, M.D., 90 cents.

"Keeping in Condition," H. H. Moore, 75 cents.

"Developing into Manhood." (Sex Education Series.) Pamphlet edition, 15 cents; per dozen, \$1.50; 50 for \$5.25.

"Better Than a Fortune," Eugene C. Foster. Pamphlet, 5 cents; 12 for 50 cents; 50 for \$1.75.

A booklet prepared to place in the hands of brother and sister, beautifully making known to each the facts of life that each should know about the other.

All publications listed in this bibliography may be obtained from The Association Press, New York City.



TOPIC 38

THE NATIONAL SAFETY COUNCIL

A Program of Safety Activities for the High School  
The High School Safety Council  
Committees  
Special Projects



## TOPIC 38

### A PROGRAM OF SAFETY ACTIVITIES FOR HIGH SCHOOL

Because of the rapidly mounting traffic fatalities, the safety problem in the United States becomes each year a more serious one. Complete figures for 1925 are not yet available but the following table gives an idea of the extent of problem.

Total accidental fatalities for 1924.....	84,800
Street and highway fatalities.....	22,500
Industrial fatalities .....	23,000
Home fatalities .....	20,000
Miscellaneous fatalities .....	19,300
(Falls, drownings, firearms, etc.)	
Street and highway accidents causing non-fatal personal injuries .....	675,000
Economic loss from street and highway accidents .....	\$600,000,000

Undoubtedly the most important factor in the reduction of accidents is education. It is a significant fact that each committee of Secretary Hoover's First National Conference on Street and Highway Safety comes to the conclusion in its report that education is the one fundamental solution of the accident situation. Safety education in the elementary school is well under way. It has a two-fold program, first, instruction in the principles of safety and accident prevention by correlating these with the regular school work, and second, extracurricular safety activities which gives concrete expression to the principles learned in the classroom.

This same program is now being adapted to the high school, with a change in emphasis. Pupils of all ages need a sound basis of facts and a training in the application of these facts to concrete situations; the formation of right habits and the relation of our own acts to others should be brought out in all safety teaching. It is obvious however that the study of safety facts in the high school will be more advanced and inclusive than in the lower grades, and that while the chief em-

phasis with young children will be on habit formation, with boys and girls from fourteen to eighteen years old, the community side of safety must be emphasized in order to win their interest and co-operation in solving this increasingly important problem.

There are certain definite pieces of safety work which fit in exceedingly well with the extra-curricular activities of the high school. These activities may be carried on through some existing organization such as a Civics Club, Dramatic Society, Debating Club, Publicity Committee, etc., or may be concentrated under a specific safety organization—whichever plan seems best fitted to the need and situation of a particular school. In describing possible safety projects, however, the mechanism of the High School Safety Council will be used because it forms a link with the Junior Safety Councils already established in hundreds of schools throughout the country, the Community Safety Councils which are carrying on a comprehensive safety program in the larger cities of the United States, and the National Safety Council, with which the Community Safety Councils are affiliated and which serves as a source of information and guidance to its members in every field of interest in which safety has a part.\*

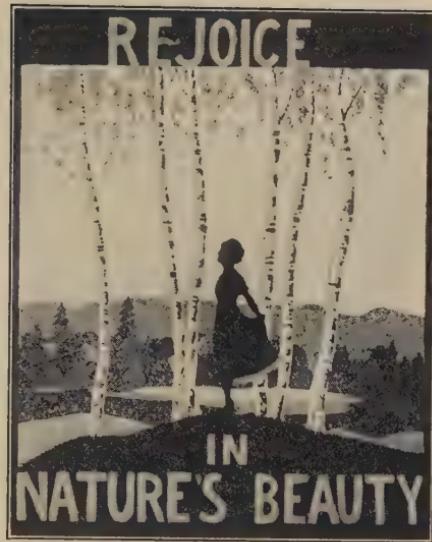
#### THE HIGH SCHOOL SAFETY COUNCIL

The students should of course take the initiative in organizing a Council, the framework of which should be formal enough to ensure systematic work and at the same time simple and elastic enough to avoid the snare of organizational routine. Probably the most effective machinery for carrying out special pieces of work as well as the day-to-day program is the committee system. In this way small groups are made responsible for certain definite activities and should be held to their responsibility by the executive committee of the Council. The executive committee will usually consist of the officers of the Council and one or more representatives from each class. It is also advisable to have the principal or a member of the faculty as an *ex officio* member of the executive committee. In cities where there is a Community Safety Council the managing secretary will always be glad to give any assistance desired in organizing the High School Safety Council and in helping to plan its work.

#### COMMITTEES

*Executive Committee:* The Executive Committee should make a definite plan of the work to be done during a certain period, term, semester or year, as the case may

\* National Safety Council, 108 East Ohio Street, Chicago, Illinois.



*Top*—High School prize winning posters—Contest 1925. Directed by the State Parent-Teacher Association and the Bureau of Visual Instruction, University of North Carolina Extension Division.

be; it should decide what committees are necessary in order to carry on the work planned for and should appoint the students who are to serve on the various committees. It should also determine the conditions under which members may be admitted to the Council.

*Membership Committee:* It is usually a small group of genuinely interested, thoughtful people who initiate a movement or an organization, but a larger group is needed to give the necessary backing of public opinion to a worth-while purpose. Therefore the Membership Committee will be one of the first to be set to work to win the interest of as many of the students as possible in the aims of the Council, this interest to take the concrete form of becoming members ready to work to carry out its aims.

*Publicity Committee:* It is the job of the publicity committee to do at least two things—to keep the entire school acquainted with the accident situation and the safety movement in general, both local and national, and to keep them also in touch with the work of their own school council. A bulletin board should be maintained with live, interesting items, frequently changed. Posters, newspaper clippings, records of local accidents—spot maps showing the location of fatal accidents on the city streets by pins with colored heads, good slogans—these are all suitable bulletin-board material, and many other items will be found when once the work is under way.

If there is a school magazine, the Publicity Committee should see that news of the work of the Council has a place and also other pertinent items. The committee might also place a box with a slit in the lid in some convenient place, so that any student who finds an interesting item for the bulletin board or the school paper may drop it in the box.

*Program Committee:* The High School Safety Council should hold open meetings for the entire school at least once a term. It is better to have a first-class meeting once a term than a second or third-class meeting every month, but with an active Council and a good Program Committee there should be no difficulty in holding a really interesting series of meetings at regular intervals throughout the school year. These meetings might take the place of a regular school assembly or be arranged for some other convenient time when the whole school can be present. The following are suggestions for an open meeting.

1. A short presentation of the work of the Council.
2. A talk on some aspect of the safety movement, prepared and delivered by one of the Council members; topics from the public, home and industrial field may be chosen.
3. A talk by the manager of the Community Safety Council, by a representative of the Police, Fire or Health Departments, by a physician or nurse, or by the safety manager of some local industrial plant.
4. A safety play presented by the members of the Council.
5. A safety moving picture or a set of stereopticon slides.
6. A debate.
7. Open discussion of the most valuable work to be undertaken by school council.
10. First aid demonstration: prone pressure method of resuscitation, carrying injured person, etc.

*Library Committee:* It should be the responsibility of the Library Committee to collect and arrange safety material for the school library. This is a real job and a very interesting one, as "safety" means not only the prevention of accidents, but the conservation of life, limb, health, opportunity, and material resources. Members of the committee will obtain a large amount of valuable material by writing to local, state and national governmental departments, private organizations such as the National Safety Council, the Highway Education Board, etc., to insurance companies and public utilities companies, industrial plants and railroads. The Publicity and Library Committees should work hand in hand, or, if desired, one committee could undertake both pieces of work. Material should be so classified and arranged that any student wishing, for example, to write a paper on a specific subject, such as traffic, hazards in a

particular industry, fire prevention, electrical hazards, etc., could easily find the references he requires.

*Inspection Committee:* The duty of the Inspection Committee is to make regular inspection of the school building and grounds and to report any hazard to the Principal. Broken glass, accumulations of rubbish, tools left about by workmen, projecting nails, broken railings, and any other condition likely to cause an accident, should be looked out for and reported. The Inspection Committee should also watch out for hazards in the school district, such as unguarded excavations, uncovered manholes, sidewalks in need of repair, infringements of fire-prevention ordinances, etc., and report them to the proper authority.

*Shop Committees:* In vocational schools, or any school in which manual training of any sort is given, each class should have its own shop committee. These committees will study the particular hazards inherent in their respective occupations and make sure that the proper measures for safety and sanitation are in force. These should include not only the careful handling of materials and careful workmanship, but such health regulations as avoidance of eye-strain, proper posture, lifting, ventilation and light. A study of the workman's compensation law in its bearing upon these particular occupations will also be a most interesting and profitable undertaking. Students will often get much valuable information from members of their family or friends already employed who have had first-hand experience in the working of the compensation law.

*Safe Drivers' Club:* This can be perhaps the most important and valuable activity of the High School Safety Council. Many high school students drive their own or their parents' automobile. They should know their state laws and local ordinances and be familiar with the principles of safe driving. It goes without saying that no boy or girl should drive a car until he or she is of the legal age to receive a driver's license. Safe Drivers' Clubs have been organized and carried on most successfully for adult drivers in many cities and a similar plan may be adapted to high school students. The National Safety Council will gladly give any advice or assistance possible in the formation of such clubs.

In all the activities that may be undertaken by school boys and girls the real meaning of safety must be kept to the fore if their work is to be a vital thing. The physical safety of the individual is only a part of something much larger, for safety in its broad conception means conservation—the guarding and development of all that makes life worth while. The safety movement is a movement which helps us adapt ourselves to the ever-growing complexity of modern civilization, brought about in large measure by the advancement of science and invention. We are conquering the physical world—now we must conquer ourselves. We must learn to use and direct the forces we have set loose. This means that we must bring to our task of living intelligence, alertness, common-sense and a determination to do our share in making the world a safer and happier place to live in.

—National Safety Council, Education Section, New York City.



## TOPIC 39

### THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

- Correspondence and Consultation
- Literature
- Athletic Badge Tests
- American Physical Education Service
- Field Service
- Some of the Publications of Service



## TOPIC 39

### HOW THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA CAN HELP SCHOOL OFFICIALS

Because of the educational values of play, the play movement is of special interest to school teachers and officials who, through their programs on the school playground, at school centers and in connection with community events are doing much to further recreation.

*Correspondence and Consultation.* The Correspondence and Consultation Bureau maintained by the Association will answer inquiries on various phases of school play, such as the layout of equipment of grounds, games for different grades, community center organization and activities and similar problems; or through personal interviews through Headquarters it will be glad to advise regarding local problems. Through the Community Drama Service information may be secured regarding the plays and dramatic activities suitable for schools.

*Literature.* Another channel through which the Association seeks to be of assistance to school officials is through the publication of inexpensive literature. A special pamphlet entitled *School Play* has been prepared for the use of school teachers, which may be secured free. Other handbooks and publications of particular interest to schools are listed in the bibliography; *The Playground*, the monthly magazine of the Association, which discusses all phases of play is published by the Association. A complete list of the publications of the Association may be secured on request.

In the mimeographed material issued by the Association will be found practical information on many subjects including suggestions for conducting music memory contests, harmonica bands, ukulele classes and other musical activities being carried on in connection with the extra-curricular program of many schools.

*Athletic Badge Tests.* The Association, through a committee of experts has prepared a series of athletic tests for boys and girls which, because of the simplicity of the equipment required, may be utilized on any playground. Many thousands of school children in cities and rural districts have taken these tests and have secured the bronze badges awarded. Copies of the tests may be secured by request from the Association or from the Bureau of Education, Washington, D. C.

*American Physical Education Service.* For a number of years the American Physical Education Association conducted by the Association has been helping states secure compulsory physical education legislation. Thirty-three states now have compulsory physical education laws. The work of the service is making possible an exchange of information between state physical education officials.

*Field Service.* Through its field secretaries, the Association is helping communities to conduct campaigns for year-round recreation systems in which all community groups may share. In a number of communities the school authorities have been one of the group to invite the Association to help in the work of starting community recreation, or broadening the programs already initiated.

#### A FEW OF THE PUBLICATIONS OF THE P. R. A. A.

"Community Music." Practical suggestions for community singing, song leading, simple recreative music, music memory contests, music week, music in special holiday celebration and other phases of the community music program. On the press.

"Camping Out." A Manual on Organized Camping. \$2.00.

"Handicraft." Direction for making toys, favors and many useful articles, with more than forty full-size patterns. \$1.25.

"Normal Course in Play." A compilation of material on the community recreation program, play theories, leadership, organization and administration of the community recreation movement. \$2.00.

"Christmas Book." Suggestions for community Christmas celebrations. 35 cents.

"Community Drama." A discussion of play production and many other phases of community drama movement. 60 cents.

"Fun for Everyone." Suggestions for social programs for schools and other community groups. 50 cents.

"Games and Play for School Morale." A course of graded games for school and community recreation. 25 cents.

"Layout and Equipment of Playgrounds," 50 cents.

"Record of Athletics." Suggestions for the organization and administration of athletics for playgrounds, schools and other groups. 60 cents.

"Rural and Small Community Recreation," 50 cents.

"What Can We Do?" Social games. 25 cents.

"Athletic Badge Tests for Boys and Girls," free.

"Picnic Programs," 15 cents.

"School Play," 10 cents.

"Games and Water Sports," 10 cents.

"Winter Games and Sports," 25 cents.

"Selected List of Plays and Operettas for Children and Young People," 15 cents.

"Full Evening Plays Suitable for High School Use," 10 cents.

"Community Song Sheets," \$1.00 per hundred; \$10.00 per thousand, plus postage.

NOTE: A complete list of the Association's publications may be secured on request.

Playground and Recreation Association of America, New York City.

## TOPIC 40

### THE NATIONAL TUBERCULOSIS ASSOCIATION

General Presentation

The Modern Health Crusade

The Crusader's Creed

Qualifications for "Seats" at the Round Table

Reports

The Playwriting Contest



## TOPIC 40

### HIGH SCHOOL HEALTH PROGRAM OF THE NATIONAL TUBERCULOSIS ASSOCIATION

The National Tuberculosis Association offers a health program for high schools through the use of its Advanced Course in the Modern Health Crusade known as the Order of the Round Table. This program is in agreement with the opinion of educators that the health education program for the high school grades while continuing to fix the habits and broaden the knowledge acquired in the elementary grades, should recognize problems arising from group activities offered in the school, the home, and the community. For the high school the dominating idea should be service.

The Advanced Course of the Modern Health Crusade offers a list of projects totaling 215 points, at least 100 points of which must be earned in order to qualify as a Knight of the Round Table. Among these projects are the passing of the athletic tests standardized by the Playground and Recreation Association of America, the posture tests standardized by the American Posture League, a complete health examination including teeth, nose and throat, eyes, ears, heart, lungs, skin and feet; inoculation against disease, first aid work; passing the swimming tests standardized by the American Red Cross; community sanitation work; and work in the Boy Scouts, Girl Scouts, Campfire Girls and also Boys' and Girls' Club Work of the Extension Service of the United States Department of Agriculture.

For the past two years the National Tuberculosis Association, in order to promote the use of this program, has conducted a playwriting contest open to junior and senior high schools. Plays must deal with some aspect of individual or community health or hygiene. Eight prizes ranging from one hundred dollars to ten dollars are awarded to the winning schools by the National Tuberculosis Association. A pamphlet setting forth the conditions of this contest may be obtained by writing to the office of the National Tuberculosis Association, 370 Seventh Avenue, New York City.

#### THE CRUSADER'S CREED

I believe in my country, and in good citizenship of its people.

I believe that to support my country I must have Health, Strength, and Honor.

I love my country's Flag. To me its bright red stands for bright red blood, which means energy and power, cheerfulness and hope, human kindness and the joy of living. Its pure white stands for clean bodies which house clean minds. Its blue stands for the clear sky, the sunshine, fresh air, play and exercise.

As an American I will be a faithful soldier in the children's army of peace, the Modern Health Crusade.

The advanced course of the Modern Health Crusade is called the Round Table and is designed to follow the health work for the lower grades presented in the pamphlets on the Introductory and General Courses of the Modern Health Crusade.

In the days of King Arthur a knight won a seat at the Round Table through noble and valorous deeds of service for his country. Today boys and girls may win seats at the Round Table of the Modern Health Crusade through achievements in individual and community health.

#### QUALIFICATIONS FOR "SEATS" AT THE ROUND TABLE

From the following projects totaling 215 points at least 100 points must be earned in order to qualify as a Knight of the Round Table:

1. Crusade credits .....	20	points
2. Hygiene .....	10	"
3. Home Economics .....	10	"
4. Athletic tests .....	20	"
5. Posture tests .....	10	"
6. Passing health examination		
Teeth .....	10	"
Nose and throat .....	10	"
Eyes .....	10	"
Ears .....	5	"
Heart .....	5	"
Lungs .....	10	"
Skin .....	5	"
Feet .....	5	"
7. Average weight .....	20	"
8. Inoculation against disease		
Smallpox .....	5	"
Diphtheria .....	5	"
9. First Aid .....	15	"
10. Swimming tests .....	15	"
11. Boy Scout, Girl Scout, Camp Fire Girl, or Boys' and Girls' Club work .....	15	"
13. Community Sanitation		
Ten hours' work .....	10	"

## REPORTS

When a candidate is entitled to a seat at the Round Table a report on the points earned, including dates of the tests, should be sent by his teacher or school principal to the State Tuberculosis or Public Health Association. The report may be sent in as soon as any candidate has earned the required points, but it will be found more effective to take up the work as a class project and send in reports for a number of candidates at one time. If the report is satisfactory the candidate is duly informed by the State Association of his election to a seat at the Round Table, and that he is entitled to wear the badge of the order. The latter can be obtained from the State Association for twenty-five cents.

The National Tuberculosis Association,  
370 Seventh Avenue, New York City.



## LIST OF PUBLISHERS

Abington Press—The Abington Press, New York City.

Allyn & Bacon—The Allyn & Bacon Company, New York City.

American Play Company, New York City.

American Sports Publishing Company, New York City.

Appleton—Appleton & Company, New York City.

Association Press—The Association Press, New York City.

Badger—R. G. Badger (Gorham Press) Boston, Mass.

Baker—The Baker Publishing Company, New York City.

Baker, Walter H., Boston, Mass.

Barnes—A. S. Barnes & Company, New York City.

Birchard—C. C. Birchard, Boston, Mass.

Boni & Liveright, New York City.

Boosey—Boosey & Company, New York City.

Boston Music Company, Boston, Mass.

Brentano's, New York City.

Carolina Playmakers—The Carolina Playmakers, Chapel Hill, N. C.

Century—The Century Company, New York City.

Church—John Church Company, New York City.

Church Music Company, New York City.

Community Service—Community Service of Boston, Mass.

Cokesbury—Cokesbury Press, Nashville, Tenn.

Crowell—Crowell Publishing Company, New York City.

Department of Journalism Press, University of Kansas, Lawrence, Kan.

Ditson—Oliver Ditson Company, New York City.

Dodd, Mead—Dodd, Mead & Company, New York City.

Doran—George H. Doran & Company, New York City.

Doubleday, Page—Doubleday, Page & Company, Garden City, N. Y.

Dramatic Publishing Company, Chicago, Ill.

Duffield—Duffield & Company, New York City.

Dutton—E. P. Dutton & Company, New York City.

Duval—Duval Publishing Company, Taunton, Mass.

Einston—J. C. Einston & Company, Philadelphia, Pa.

Eldridge—Eldridge Entertainment Company, Franklin, Ohio.

French—Samuel French, New York City.

Flanagan—A. Flanagan Company, Chicago, Ill.

Fearis—J. S. Fearis & Company, Chicago, Ill.

Funk & Wagnalls, New York City.

Gray—H. W. Gray Company, New York City.

Ginn—Ginn & Company, New York City.

Government Printing Office, Washington, D. C.

Harcourt, Brace—Harcourt, Brace & Company, New York City.

Harper—Harper & Brothers, New York City.

Heath—D. C. Heath & Company, New York City.

Hicks, Judd Company, New York City.

Hinds, Hayden & Eldredge, New York City.

Hitchcock—Fredck. H. Hitchcock & Company, New York City.

Holt—Henry Holt & Company, New York City.

Houghton Mifflin—Houghton Mifflin Company, Boston, Mass.

Huebsch—B. W. Huebsch, New York City. Merged with Viking Press.

Johnson—Johnson Publishing Company, Richmond, Va.

Laidlaw Brothers, New York or Chicago.

Lane—John Lane Company, New York City.

Lippincott—J. B. Lippincott Company, Philadelphia, Pa.

Little, Brown—Little, Brown & Company, Boston, Mass.

Longmans, Green, New York City.

Kennerley—Mitchell Kennerley, New York City.

Kidd—Stewart Kidd, Cincinnati, Ohio.

## SOME AGENCIES

Macmillan—The Macmillan Company, New York City.

McBride—Robert M. McBride & Company, New York City.

McClure—The McClure Company, New York City.

McVey—John J. McVey, Philadelphia, Pa.

Menzner—Menzner, Bush & Company, Chicago, Ill.

Milton Bradley—Milton Bradley Company, Springfield, Mass.

Novello & Company, London, England.

Pennsylvania State Department of Education, Harrisburg, Pa.

Philips & Page, Oxford, England.

Playground and Recreation Association of America, New York City.

Putnam—Putnam Sons, New York City.

Saalfeld—Saalfeld Publishing Company, Akron, Ohio.

Sanger & Jordan.

Schirmer—G. Schirmer Music Company, New York City.

Scott—Scott, Foresman & Company, Chicago, Ill.

Scribner—Charles Scribner's Sons, New York City.

Shay—Frank Shay, New York City.

Silver, Burdett—Silver, Burdett & Company, New York City.

Small—Small, Maynard & Company, Boston, Mass.

Sports Publishing Company, St. Louis, Mo.

Stokes—Fred A. Stokes, New York City.

Teachers College—Bureau of Publications, Teachers College, Columbia University, New York City.

University of Chicago Press, Chicago, Ill.

University of North Carolina Press, Chapel Hill, N. C.

United States Bureau of Education, Washington, D. C.

Wilson—H. W. Wilson, New York City.

Woman's Press—The Woman's Press, New York City.

Yale University Press, New Haven, Conn.

## PERIODICALS

*American Magazine*—Springfield, O.

*American Mercury*—N. Y. City.

*American School Board Journal*—Milwaukee, Wis.

*Atlantic Monthly*—Boston, Mass.

*Congressional Digest*—Wash., D. C.

*Education*—Boston, Mass.

*Educational Administration & Supervision*, Baltimore, Md.

*Educational Review*—Garden City, N. Y.

*Elementary School Journal*—Chicago, Ill.

*English Journal*—Chicago, Ill.

*Forum*—New York City.

*Harpers*—New York City.

*High School Journal*—Chapel Hill, N. C.

*High School Quarterly*—Athens, Ga.

*Independent*—Boston, Mass.

*Journal of Education (Amer.)*—Boston, Mass. (English)—London, Eng.

*Journal of Educational Methods*—Camden, N. J.

*Journal of Proceedings and Addresses of the National Education Association*—Washington, D. C.

*Journal of Rural Education*—New York City.

*Journal of Social Forces*—Chapel Hill, N. C.

*Literary Digest*—New York City.

*Monthly Labor Review*—Washington, D. C.

*Nation*—New York City.

*New Republic*—New York City.

*Review of Reviews*—New York City.

*Saturday Evening Post*—Philadelphia, Pa.

*Scholastic Editor*—Madison, Wis.

*School and Home Education*—Bloomington, Ill.

*School Review*—Chicago, Ill.

*School and Society*—Garrison, N. Y.

*Survey*—New York City.

*Teachers College Record*—New York City.

*University High School Journal*—University of California, Oakland, Cal.

*University Record*—University of Florida, Gainesville, Fla.

*World's Work*—Garden City, New York.

*Year Book*—Fourth and Sixth—National Association of Secondary School Principals. *Sterling Marten*, H. S., Cicero, Ill.

## INDEX

Adolescence, 25.  
Characteristics, 26, 27.  
General Statement, 25.  
Reactions and Negations, 28, 29.  
Annual, The, 225-229.  
Advice, 226.  
Business Staff, 228.  
Content, 226, 227.  
Dividing Labor, 227.  
Engraving, 227.  
Finances, 226.  
Hints, 228, 229.  
History, 225.  
Interest, 225.  
Making an Annual, 225.  
Making Estimates, 227, 228.  
Past Experiences, 225, 226.  
Printer, 227.  
Assemblies, 131-138.  
Hints for the Periods, 132, 133.  
Illustrations, 135-138.  
Purposes and Values, 131.  
Types of, 133, 134.  
Curricular Activities, 133.  
Extra-Curricular Activities, 134  
Outside Sources, 134.

Boy Scouts of America, 345-349.

Camp Fire Girls, 359-363.  
Clubs, 35-55.  
Checking List, 54.  
Funds for the Club, 53, 55.  
Illustrations, 38-42.  
Leadership, 47.  
Membership, 48.  
Name, 52.  
Organization, 47, 50.  
Preliminary Work, 50, 51.  
Principles, 35, 36.

Programs, 52, 53.  
Suggestions, 36-38.  
Commencement, 239-260.  
Committees, 240.  
Decoration, 250, 251.  
Drills, 256.  
Essays, 254.  
Exhibits, 257, 258.  
Field Day Events, 256, 257.  
Folk Dances, 256.  
Games, 256.  
General Plan, 239.  
Hints and Helps, 241-245.  
Music, 249.  
Orations, 254.  
Organizing for, 239.  
Pageants, 254, 255.  
Plays, 251, 252.  
Publicity, 249.  
Speeches, 254.  
Suggestions, 249.  
County Commencement, 261-264.  
Plan, 261, 262.  
Programs, 262-264.  
County Newspaper, 236.  
Criticisms, 6, 7.

Debate Queries, 61-75.  
Academic Freedom, 61.  
Cabinet Form of Government, 62.  
Cancellation of Allied War Debts, 63.  
Capital Punishment, 63.  
Child Labor, 64.  
Compulsory Arbitration of Labor Dis-  
putes, 64.  
Government Ownership of Coal Mines,  
65.  
Immigration, Act of 1924, 66.  
Japanese Exclusion, 67.  
League of Nations, 67.

Latin and Greek in the High School, 68.

Monroe Doctrine, 69.

Moving Pictures, 69.

Open Versus Closed Shop, 70.

Organized Labor in Politics, 71.

Permanent Court of International Justice, 71.

Philippine Independence, 72.

Recognition of Present Government of Russia, 72.

Restriction of Federal Supreme Court, 73.

Suffrage, 74.

Unemployment Insurance, 74.

Uniform Marriage and Divorce Law, 75.

Volstead Act, Modification of, 75.

Dramatics, 83-92.

Aims, 83.

Books on Dramatic Production, 91.

Costumes, 91.

General Presentation, 83.

Magazines, 92.

Make-up, 91.

Plays, 86-92.

Scenery, 91.

Suggestions, 84.

Girl Reserves, 367-370.

Girl Scouts, 353-356.

Handbook, The, 217-222.

Color, 220.

Content, 217-219.

Financing, 220.

Hints for, 221, 222.

List of, 222.

Name, 220.

Size, 220.

Staff, 220.

Values, 217.

Health Illustration, 30, 31.

American Child Health Association, 31.

Hi-Y Clubs, 373-377.

Home Room, 105-111.

Activities, 109-111.

Choice of Plan, 105.

Groupings, 105.

Organization, 106, 107.

Purposes and Values, 106.

Reasons for Failure, 108.

Suggestions, 107, 108.

Introducing a Program, 275.

Clubs, 278, 279.

Interest Questionnaire, 276, 278.

Plan, 275, 276.

Junior Red Cross, American, 339-342.

Leadership, 15.

Characteristics, 15, 16.

Suggestions to, 18, 20.

Lighting Plan, 313.

Border Lights, 315.

Footlights, 314.

Other Systems, 316.

Plan, 313, 314.

Side Lights, 314, 315.

Special Lights, 315.

Switchboard, 315, 316.

Literary Society, 59-80.

Biographies, 79, 80.

Essay Topics, 79.

Modern Problems, 80.

Open Forum Discussions, 80.

Possibilities, 60.

Program Material, 61.

Purposes, 60.

Readings and Orations, 77.

Readings and Recitations, 77-79.

Situation, 59.

Suggested Program, 76.

Local Newspaper, 236.

Magazine, 233-236.

Making It Effective, 233.

Representative Magazines, 235.

Make-up, 316.

Materials, 317, 318.

Methods, 318-320.

National Honor Society, 299.

Constitution, 300, 301.

How to Obtain a Charter, 300.

Presentation, 299.

National Safety Council, 381-385.

National Tuberculosis Association, 393-395.  
Needs, 9.  
Faculty Belief in Program, 9.  
Need of Education, 9.  
Organization Plans, 9.  
Understanding the Principles, 9.  
Newspaper, The, 208-213.  
Advertisements, 211.  
Appearance, 210.  
Business Methods, 212.  
Circulation, 212.  
Editing, 207.  
Extra-issues, 210.  
Financing, 210, 211.  
General Hints, 212, 213.  
Name, 210.  
Policy, 212.  
Staff, 207.  
Student Criticism, 212.  
Term of Office, 208.  
Times Published, 208.

Objectives, 4.  
Cardinal Principles, 4.

Periodicals, 401, 402.  
Physical Education, 149-198.  
Activities, 170-172.  
Boys—ages 11-14, 170.  
Girls—ages 11-14, 170, 171.  
Boys—ages 14-19, 171, 172.  
Girls—ages 14-19, 172.  
Age Aims, 175.  
All-year-round Program, 168, 169.  
Athletics, 158-162.  
Contests, 181.  
Football—181-182.  
Basketball—183, 184.  
Track and Field—184, 185.  
Baseball—186, 187.  
Constitutions, 188-195.  
New York State Public High School  
Athletic Association—188-190.  
North Carolina High School Athletic  
Association—191-193.  
Girls' Athletic Clubs—194, 195.  
Equipment, 156, 157.  
Examinations for, 198.  
Limiting Activities, 174, 175.

Objectives, 151.  
Playground, 154, 156.  
Playground Material, 176, 177.  
Presentation, 149-151.  
Scoring Tables, 173.  
One Room and Larger Schools, 173.  
Interhigh School Meet, 174.  
Sigma Delta Psi, 175, 176.  
Suggestions, 152-168.  
State Letters, 196-198.  
Playground and Recreation Association  
of America, 389, 390.  
Plays, 86-91.  
Books on Dramatic Production, 91.  
High School Production, 86.  
One-Act Plays for High Schools, 88-90.  
Operettas, 88.  
Public Performances, 86, 87.

Point System, 283-290.  
Illustrations, 286-288.  
Plan, 283.  
Promotion, 284, 285.  
Purposes, 283.  
Record Keeping, 289, 290.  
Suggestions, 286.  
Publications, 201-203.  
Types, 203.  
Values, 201, 202.  
Publishers, 399-402.

Scholastic Editor, 235.  
Social Functions, 95-99.  
Fraternities, 98, 99.  
General Presentation, 95.  
Sororities, 98, 99.  
Suggestions, 96-98.  
Solving Literary Society Problems, 293-295.  
Plan, 293.  
Register, 295.  
Suggestions, 293, 294.  
Special Days, 143-145.  
Presentations, 143.  
Suggestions, 145.  
Types, 143, 144.  
State Dramatic Association, 305.  
Carolina Dramatic Association, 305.  
Constitution, 307-309.  
Regulations, 305-307.

Student Council, 115-126.  
 Activities, 125, 126.  
 Committees, 120.  
 Constitutions, 121-125.  
 Disadvantages, 118.  
 Objectives, 118.  
 Plan, 117, 118.  
 Principles, 115, 116.

Try These, 321-336.  
 Assembly Program, 326.  
 Athletic Badge Test, 329, 330.  
 Beards, 332, 333.  
 Circus, 327-329.  
 Clipping Bureau, 328, 329.  
 Dramatization, 330, 331.  
 English Project, 324.  
 Equipment of Playground, 333, 334.  
 Excursions, 334.  
 Funds, 326, 327.  
 Gymnasium, 335, 336.

Line of March, 323.  
 Loose-leaf Handbook, 326.  
 Marching, 336.  
 Medicine Chest, 330.  
 Memorial, 334.  
 Music, 335.  
 News Letter, 323, 324.  
 Novel Commencement, 333.  
 On Time, 324.  
 Play Week, 331, 332.  
 Publicity Hints, 330.  
 Teaching a Game, 329.  
 Use of the Assembly, 324, 326.

Warnings, 7.  
 Need of Control, Carried to excess—Organization, Administration, 8.  
 No Panaceas for All Ills, 8.  
 Lack of Group Interest, 8.  
 "Do" Program, 9.  
 Go Slowly, 9.

## INDEX OF BIBLIOGRAPHIES

Annual, 229, 230.  
 Assemblies, 139, 140.  
 Athletics, 177.  
 Athletic Training, 178.  
 Boy Scouts of America, 348, 349.  
 Camp Fire Girls, 363.  
 Clubs, 43.  
 Community Music, 100.  
 Costumes, 91.  
 Dancing, 101, 178.  
 Drama, 145, 146.  
 Dramatic Production, 91.  
 Festivals, 145.  
 Folk-songs, 100, 101.  
 Games, 101, 270, 271.  
 General Field of Extra-Curricular Activities, 10, 11, 21, 22.  
 Girl Reserves, 369.  
 Girl Scouts, 356.  
 Handbook, 22.

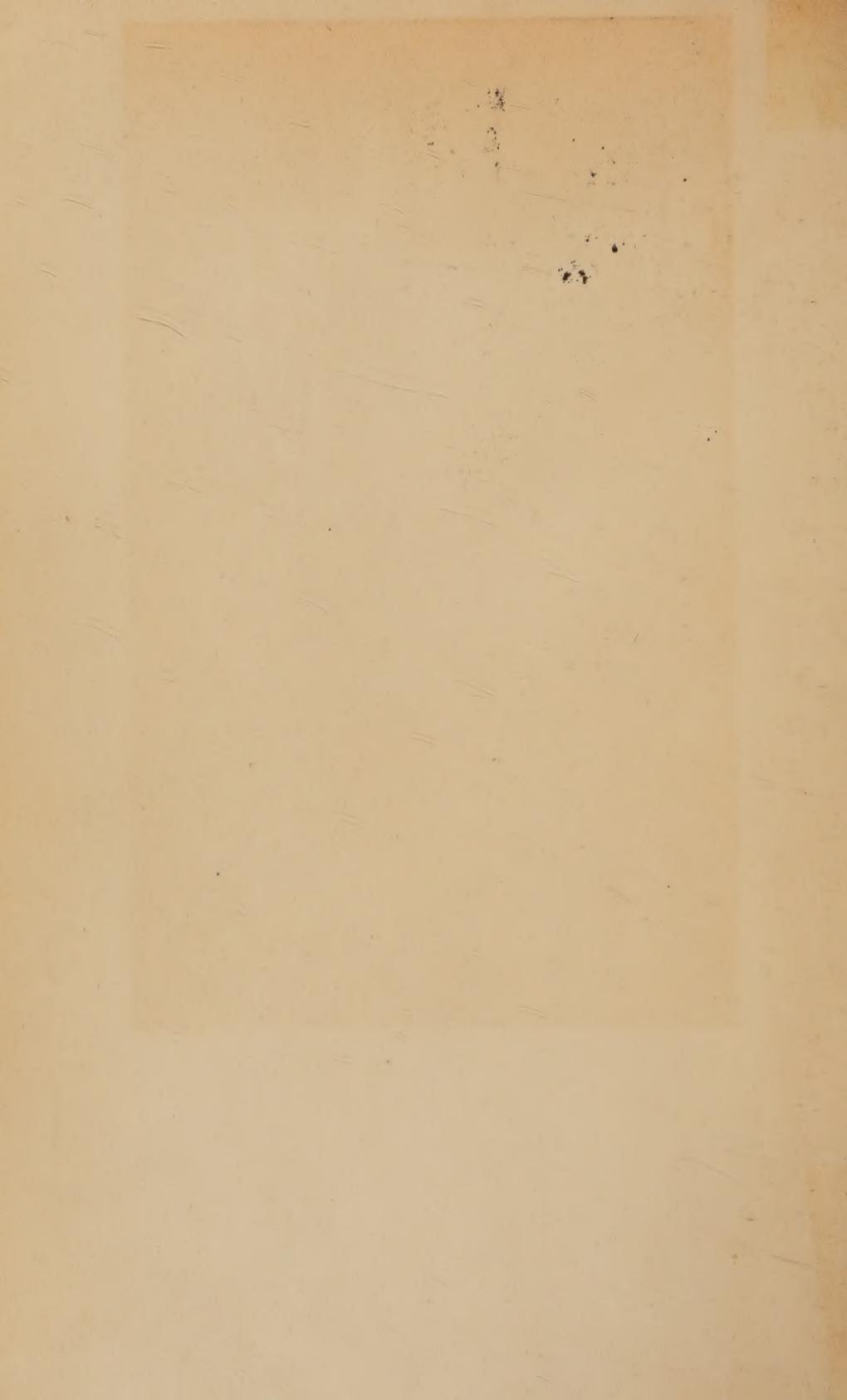
Hi-Y Clubs, 376, 377.  
 Holiday Material, 146.  
 Home Room, 112.  
 Magazines, 236.  
 Magazines for Dramatic Clubs, 92.  
 Make-up, 91.  
 Music, 267.  
 Music Publishers, 268.  
 Newspapers, 213, 214.  
 Pageants, 145, 268.  
 Plays for Commencement, 268, 269, 270.  
 Plays, Games, and Camping, 178.  
 Playground Equipment Manufacturers, 157.  
 Playground and Recreation Association, 390.  
 Publications, 203.  
 Scenery, 91.  
 Social Functions, 99, 100.  
 Student Councils, 127, 128.

LB1620 .M4  
A handbook of extra-curricular activities  
Gutman Library

APA0005



3 2044 028 892 552



DATE DUE

A fine of 5 cents will be charged for each day the book is kept  
overtime

JUL 31 1944		
MAR 9		
AUG 1 1946		
AUG 8 1946		
MAY 12 1947		
JAN 30 1948		
<b>MAY 1 1948</b>		
<del>AUG 13 5</del>		
JAN 10 1956		
<u>JUL 28 1958</u>		

WITHDRAWAL

